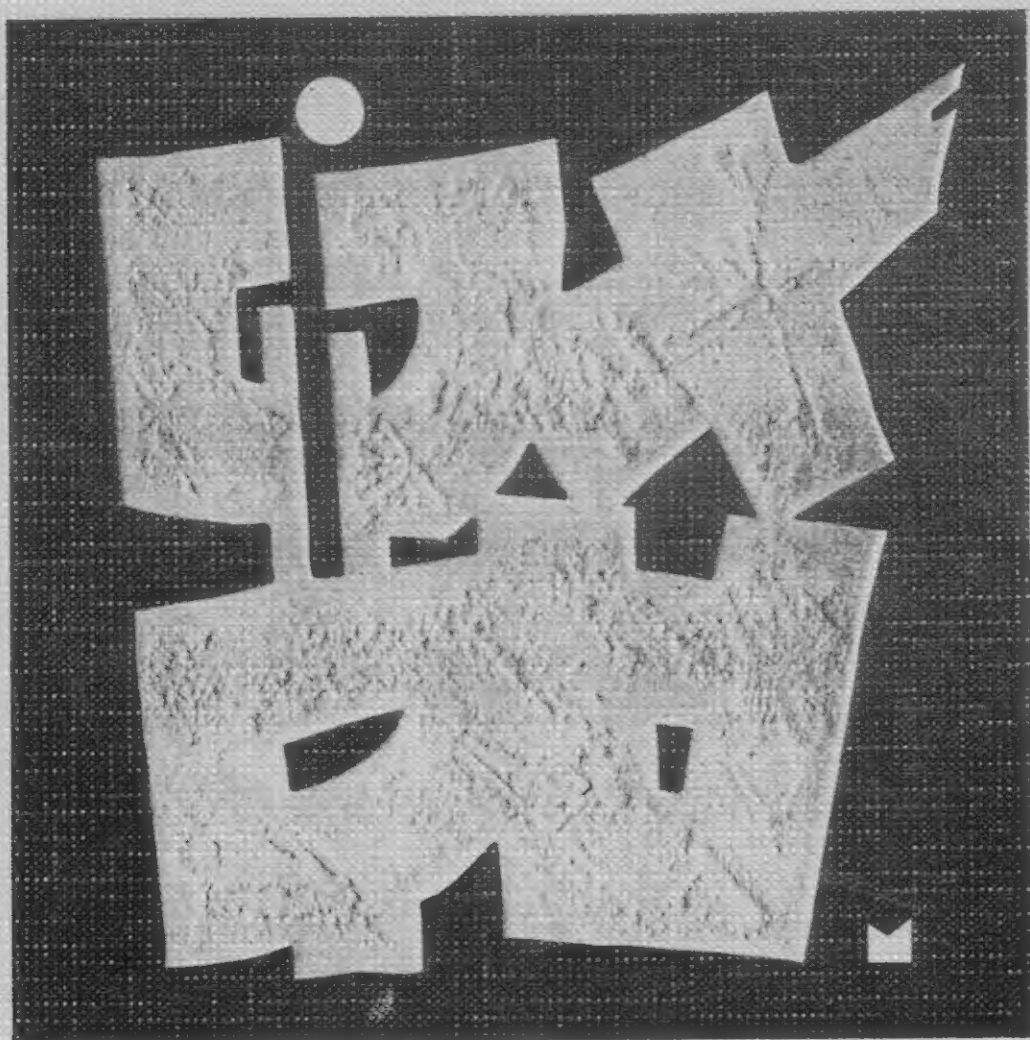


COMMUNICATING
WITH
JAPANESE
BY THE TOTAL METHOD
Basic, Part One

1



COMMUNICATING
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BY THE TOTAL METHOD
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1

Revised

Includes

Updated Vocabulary

Self Test with Answer Key

NOAH S. BRANNEN

assisted by Masayoshi Hirose and Tsuyoshi Sasaki

revised with the assistance of Katsuhisa Yamaguchi

COMMUNICATING
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THE
BY THE TOTAL METHOD
Basic, Part One

The cover design
by Haku Maki, wood-block artist,
was made especially for *Japanese by the Total Method*
and is an artistic interpretation of
the ancient shape of the Chinese character 語
which means both "language" and "to speak."

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Revised, June, 1992

Published by
JAPAN MISSIONARY LANGUAGE INSTITUTE
Ochanomizu Student Christian Center
1 Kanda Surugadai 2-chome, Chiyoda-ku
Tokyo, Japan 101

Printed by
Shinsei Undo

FOREWORD

Confronting the task of learning another language, many people find themselves haunted by the specter of conjugation tables, grammatical rules (with the inevitable exceptions!) and vocabulary lists. Previous experience in studying a language, maybe Latin, French, or Spanish, has for many been sheer drudgery. Very few are the stalwarts who have had the dedication and the determination (the enthusiasm having long since waned) to complete the mastery of a foreign language by the old, traditional methods.

Dr. Noah S. Brannen is one of those who, in spite of the traditional approach used in the textbooks on Japanese available at the time, have achieved a fluency in the Japanese language that testifies to the fact that adults can learn languages well. But in the course of the exercise of sheer determination and dedication, the question must have often presented itself: "Isn't there a better way?"

The course presented in this book is an affirmative answer to that question. Based on a description of the Japanese language according to modern linguistic principles, *Japanese by the Total Method* is an application of recent advances in language theory to the teaching of Japanese. Dr. Brannen's doctoral dissertation was a description of the Japanese language incorporating a highly effective grammar discovery technique. Such techniques are used by linguists to discover the rules that operate in a language and that comprise the framework of a language—what we call grammar. It is on such a framework that the lessons of this text are built.

The student can therefore experience something like the excitement of discovery that the linguistic specialist senses as he systematizes language data. An outline is developed by which relevant data from the lessons and from the environment are seen to be parts of an integrated whole. Japanese studied from this perspective "makes sense" right from the start.

Japanese by the Total Method has been developed and tested with more than 600 students over a period of eight years. The results already produced give eloquent testimony to the effectiveness of the method. It is with confidence that this book is recommended to the serious student of Japanese.

L. Shelton Allen
Okinawa, Japan
1976

AUTHOR'S PREFACE

The motivation for producing the series of texts titled *Japanese by the Total Method* has a number of facets, not the least of which was my own dissatisfaction with texts and teaching methods used on me as I tried to master Japanese as a second language after reaching the age of 26. The sounds of the new language came easy, and the grammar fit nicely into the patterns pointed out to me, but after several years of disciplined study and living in rural Japan where I spoke nothing but Japanese, even to my long-suffering bride from Alabama, I was caught up short one day with the realization that I was *illiterate* — I couldn't read and write in a manner commensurate with my role in the Japanese community in which I had made my home. Over the years and decades the average "foreigner" has come to terms with this situation in Japan, but I was determined not to compromise my goal of total mastery of this language.

Today, several years later, of course I am aware that I still have a long way to go, but I am equally convinced that, given the right start and patient guidance, the foreigner in Japan can achieve a level of "mastery" of the total Japanese language. Japanese is not an esoteric tongue, spoken and written by the initiated few. It is the language of a homogenous culture of 120,000,000 people, not a few of whom have considerable difficulty mastering the reading and writing themselves. To achieve a level of mastery of the Japanese language that would not compromise the goal of literacy, I felt a new approach was needed. This purpose is expressed in the rather ambitious title of these texts: *Japanese by the Total Method*.

A language text should be built on an adequate linguistic model. These texts were begun almost immediately after I completed my Ph.D. thesis at the University of Michigan which described seventy-five syntagmemic formulas drawn from data which I collected on tape over a period of five years. It is assumed that these seventy-five formulas represent the basic sentence patterns (or grammar) of the Japanese language as it is spoken today. Many revisions and adjustments were made during the ten years which it has taken to produce this text as it is now offered, but the basic analysis has changed very little. I assume that if a student masters these patterns he should be able to say anything he wants to say, and he should be able to say it the way a Japanese would say it. Of course, this implies that if a student wants to talk about politics he will have to supply vocabulary from that field. But this new vocabulary can be fitted into the basic patterns. In fact, I think that is what language acquisition is all about.

Another facet of the motivation behind these texts has been the desire to see a course of study which reflects some understanding of the background, psychology, interests, and learning habits of non-native speakers. As the non-Japanese student pursues his study of these texts, he should become aware of this focus throughout.

Fortunately, my own motivations dovetailed with those of Paul McGarvey, representative of the J.C.E.M. language commission, who came to talk to me one day in 1967 about the possibility of developing a "tailor-made language program for missionaries." I remember saying something to Dr. Eugene Nida in the summer of 1966 about the fact that the majority (about 99%) of the missionaries in Japan are illiterate. He acted shocked. Linguist that Dr. Nida is, he seemed either to have expected more of the missionary, or to have under-assessed the difficulty of the task of learning to read and write Japanese. To "tailor-make" a language course for Japan missionaries, to me, included the task of building in all the facets described above as my own motivations in trying a new approach.

Over the past ten years the project of building the texts, *Japanese by the Total Method*, has received the full and enthusiastic support of missionaries related to J.E.M.A., as well as other missions and educational institutions in Japan. It would have been impossible to make this approach from my desk. The materials needed a school, with teachers and pupils, and the numerous dedicated staff members which the Japan Missionary Language Institute provided. During the past three years, International Christian University has also cooperated with the project.

It would be difficult to list all the names of the numerous teachers and students, as well as interested specialists, who have been involved in the preparation of this text. But especially do I wish to thank the dedicated teachers at the Japan Missionary Language Institute for their invaluable help over a period of years in improving the text in terms of theory as well as pedagogy. Special thanks to Marie Olfert, Dean of J.M.L.I. since 1969, who has encouraged every step of the text's progress; and to Frances Horton, J.M.L.I. Publications Secretary, who has supervised the preparation of photo-ready copy for offset printing of the text.

Japanese by the Total Method has been a "total" effort by countless individuals. Without them I am afraid we may have produced another noble attempt at a Japanese language text, but certainly nothing as comprehensive as *Japanese by the Total Method*.

Noah S. Brannen
I.C.U., Mitaka
Tokyo, Japan
1976

PREFACE TO THE FIRST REVISION

It has been twenty-five years since we first began to develop this series of Japanese texts. From 1967 until the present, the entire series, Volumes I - VI, has been used at Japan Missionary Language Institute in Tokyo. All six volumes were used to start the Summer Program in Japanese at International Christian University in 1970, and the Japanese I - VI Program of the regular curriculum of the same university beginning in 1972. The texts continued to be used as the basic texts for both programs at I.C.U. until 1989.

In the quarter of a century that has passed since *Japanese by the Total Method* was first begun, the world has changed radically in a number of ways. Just as new political divisions call for new national names (and sometimes the restoration of old ones), modern developments in science and technology create new terminology. To keep up with changes in the global community of which Japan is becoming more and more a prominent participating member, we can expect to see significant changes in the Japanese language itself.

In this first revision, we have tried to keep step with changes in Japanese society as well as the language. Women students have called our attention to the changing role of women in Japanese society. Prices of goods, as well as ordinary procedures, such as buying a train ticket, have had to be updated. But the promise on page 4 of Volume I; i.e., that upon completion of the first three volumes "the student should have mastered the essential eighty patterns of contemporary colloquial Japanese," remains unchanged.

Experiments with new teaching and learning techniques have generated a rash of Japanese language texts in recent years. In this revision we have incorporated some new methods which seem to us to be sound, such as suggesting ways in which each lesson can be used in communicative situations. It is our hope that creative teachers will take these additions (Section 8: Vocabulary Enrichment) and expand them, so that students can begin to develop confidence in using the language they have learned in practical situations from the very beginning of their study.

Grammatical patterns don't change easily. My Ph.D. thesis was a study of the Japanese language in three generations, concentrating on the language of a small community and three generations of speakers. The study showed some variation among speakers, and some grammatical constructions used by the older generation which had changed with their children and grandchildren. But the grammar of colloquial Japanese has continued with essentially very little change for the past 100 years. Young people, with their in-group language, like to import grammatical features of other languages, such as English, but most of these innovations are short-lived. Vocabulary and expressions found in Section 8 of this revision have been updated and may be used for substitution in the drills and dialogues if the teacher and students wish to do so.

Language teaching and learning methods change, but our experience with using these texts over the past twenty-five years has convinced us even more than ever that the only sure way to mastery of the Japanese language is by *the Total Method*.

Noah S. Brannen
Bunka Women's University
Kodaira, Tokyo, Japan
1992

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INTRODUCTION

GENERAL REMARKS

This text contains the first half of forty lessons which constitute the basic course in a three-part curriculum which includes basic, intermediate, and advanced. This total curriculum is designed to cover approximately two years of concentrated study.

This approach is neither wholly oral nor wholly written, but a combination of both elements. All four skills--hearing, speaking, reading, and writing--are taught simultaneously. We have named this approach to the study of Japanese the "total method." If the student hopes to become really proficient in Japanese he is advised to adopt the total method approach from the outset and begin with Japanese orthography from Lesson 1.

This curriculum is not a rehash of materials already available elsewhere; it is a new method based upon firm linguistic theory, and it reached its present form only after being tested for seven years with an accumulated total of several hundred students. While the "slot model" owes a great deal to guidance I received from Kenneth L. Pike, under whom I wrote my Ph.D. thesis at the University of Michigan, the understanding of kernel and derived constructions owes much to the influence of generative grammar. My debt to Eugene A. Nida, with whom I have worked on translation theory over the past few years, is obvious in almost every lesson, and more recent study under Charles J. Fillmore at the University of California at Berkeley has helped in tightening up the grammar sections considerably.

Since the concept of "slot" is basic to the construction of the Drills of this text, a word of explanation seems to be in order. A sentence is analyzed as a string of words and particles related to each other by grammatical rules and semantic constraints. Such a string is analyzed as a series of slots, each slot having a specific grammatical relation to the whole. Items (e.g., individual words or phrases, suffixes, etc.) can substitute in a given slot to derive other structures. For example:

| <i>Subject</i> | <i>Object</i> | <i>Predicate</i> | |
|----------------|---------------|------------------|-----------------------|
| 【 Kodomo wa 】 | 【 páñ o 】 | 【 tabemásu 】 | The child eats bread. |

An item in a slot may be substituted by an item of the same class:

| <i>Subject</i> | <i>Object</i> | <i>Predicate</i> | |
|----------------|---------------|------------------|----------------------|
| 【 Kodomo wa 】 | 【 góhañ o 】 | 【 tabemásu 】 | The child eats rice. |

But note that slot "markers" (the particles *wa* and *o* in the above examples) are fixed in the slot to indicate the role that the preceding noun plays with respect to the predicate.

Each lesson, consisting of vocabulary, kanji, drill, grammar, dialogue, reading, and exercises, is integrated around patterns. As the student progresses through the course he learns to expand, transform, and combine the patterns. This method reverses the random approach of many traditional Japanese language texts which take a conversation or reading selection and simply explain the patterns as they appear.

Each lesson contains a dialogue and a reading selection which reinforce the patterns under study by providing a natural context. A variety of practical

situations for everyday conversation are presented, and the readings carry much information of an "orientation" nature for persons interested in Japanese life. A section is provided at the end of each lesson to allow for the inclusion of specialized vocabulary. This feature enables these texts to update the vocabulary with each revision to keep pace with the rapidly changing social and economic scene.

Because of the desirability of introducing Japanese orthography simultaneously with the spoken language, a compromise has had to be reached on the matter of the proper method of teaching kanji. Kanji frequency lists have been followed and only Jōyō kanji (i.e., the 1,945 characters prescribed by the Japanese Ministry of Education and adopted by law as the characters most essential and useful for ordinary communication) are introduced. Through the integration of each lesson, the context provides a mnemonic aid to retaining the 504 kanji presented in the basic course. Classification of kanji in terms of radicals is a useful learning aid, but we believe that this method can best be applied after the basic kanji have first been picked up in context. Some guidance to help the student study kanji by the classification method is given in Lesson 5.

Today's Japanese Kanji, by Imada, Inagaki, Hirose, and Brannen (Tokyo: Bonjinsha, 1987) is recommended as a kanji study guide and reference. This book contains all of the 1945 Jōyō Kanji, the official list adopted on October 1, 1981, with all the accepted readings and one example of each reading and the English translation. In addition, 166 Jinmeiyō Kanji, Kanji for Personal Names, are included. *Today's Japanese Kanji* can also serve as a handy kanji dictionary to look up the reading and usage of kanji which the student has forgotten or which have not yet been introduced, by stroke-count or radical.

THE EFFECTIVE USE OF THIS COURSE

FOR PRIVATE STUDY. If these lessons are used for private study, it is highly recommended that they be used with tapes, so that the student may hear the lesson performed by native speakers. For this purpose, tapes for all 40 lessons in this course have been prepared and are available upon order. Answers to exercises (Section 7) are not given, since they are designed to be used with a tutor, but each lesson ends with a "Self Test" and an answer key which may serve the same purpose as the exercises if one is studying alone.

IN CLASS. When studying in a class of two students or more, the following procedure is recommended:

(1) *Preview the lesson in class.* If possible, the teacher should introduce a lesson in the session previous to the session in which it is to be performed. First, the teacher reads through the vocabulary list, allowing the students to repeat in chorus. Next, the teacher reads the head sentence of all the drills. It is not recommended that Section 4. Grammar, be covered in class sessions. Thorough reading of the grammar section should have been completed by the student before the lesson is taken up in class. However, questions about grammar should be answered clearly and briefly in Japanese if possible. Often, a few examples of grammar usage in simple sentences and dialogues will suffice.

(2) *Study the lesson at home.* Memorize the new vocabulary. Practice writing the new kanji (and kana). Study the drills with the help of their English equivalents. Study the grammar explanations (after having first gone through the drills). Re-read the drills. Memorize the dialogue. Study the reading. Exercises are to be completed following the instructions of the teacher. Finally, review previous lessons.

(3) *Perform the lesson in class.* In drill sessions, the students imitate the teacher (in sound practice and repetition drills), first in unison, then individually. A variety of drills is found in these lessons, including repetition, question-answer, transformation, and situation-response drills. The teacher will explain what type of student response is expected by using examples. The teacher corrects mistakes by repeating (a sound, or sentence, etc.) once or twice. The teacher *must not use English*, and students are not permitted to use English excessively in drill sessions. Books should be closed during drill.

In the beginning, dialogues are to be memorized and repeated verbatim, teacher-student, student-student, exchanging roles, in chorus, individually, etc. The dialogue is integrated with the lesson in such a way that new vocabulary and new patterns are practiced in context. Later on in the course, the dialogue should be used as a starting point to stimulate free conversation, but the teacher should be careful to encourage the use of the vocabulary and sentence patterns under study at that time.

Like the dialogues, the readings of each lesson are integrated, stressing the vocabulary and patterns introduced in the lesson, and at the same time introducing systematically new kanji and new readings for kanji already introduced. In the reading session, each student should have an opportunity to read aloud for the teacher, and the teacher should help the student to read correctly, smoothly, and meaningfully. Practice in writing kanji may be combined with the reading session or writing may be taught separately. Writing practice contributes greatly to progress in learning to read.

(4) *Perform the lesson in the lab.* The language laboratory has a unique function in language learning. The privacy of the individual booth, well-selected voices (male and female) on the tapes, good sound fidelity, and other mechanical factors enhance the student's progress. But the greatest advantage of the language lab (if it is technically adequate and conscientiously operated) is the opportunity it provides for the student to hear (on the replay) his own voice responding immediately after the voice on the tape, and the opportunity for the teacher to monitor the student's performance and correct mistakes.

WITH A TUTOR. Unless you are lucky, you will probably have to train your own tutor. This text, however, is designed so that you can do just that. One advantage of the total method is that a Japanese person will be able to read your text, because it is written in Japanese (not a romanized transcription). If your tutor follows the procedure as outlined above for in-class study, he should soon develop into a good teacher even without previous training.

DESCRIPTION OF THE TOTAL COURSE

Japanese by the Total Method is designed to cover beginning, intermediate, and advanced stages of language study. The overall design is to concentrate on grammatical patterns in the first three volumes and to concentrate on vocabulary building and content in the succeeding volumes.

VOLUME I (BASIC, PART ONE, 1976): Sound Patterns and the Writing System; Lessons 1-20. The first volume introduces seven basic patterns on which Japanese sentences are formed; i.e., copular clause 1, copular clause 2, adjectival clause, intransitive verbal clause 1, intransitive verbal clause 2, transitive verbal clause 1, and transitive verbal clause 2. Expansions of these basic patterns are accomplished by the addition of peripheral clause elements such as Location and Time, and by expanding phrases—noun phrase, adjective phrase, and verb phrase. Approximately 1,800 vocabulary entries and 193 kanji plus 107 additional readings are presented.

VOLUME II (BASIC, PART TWO, 1979): Lessons 21-30. Working on the foundation of the seven basic patterns presented in Volume I, the second volume introduces more complex sentence patterns by expansions—principally by embedding sentences in the noun phrase element of a matrix sentence. Four basic transformations—potential, passive, causative, and causative-passive—are introduced. Approximately 850 vocabulary entries and 151 kanji plus 78 additional readings are presented.

VOLUME III (BASIC, PART THREE, 1980): Lessons 31-40. The initial lesson of this volume deals with Honorifics, very polite speech style. Later in the volume, the Plain style is treated. The major concentration of these ten lessons is on complex sentences; i.e., combining simple sentences to form longer sentences through conjoining, producing coordinate and cause-effect type sentences. Approximately 1,030 vocabulary entries and 160 kanji plus 115 additional readings are presented.

Upon completion of the basic course (Volumes I, II, and III) the student should have mastered the essential eighty patterns of contemporary colloquial Japanese, acquired a vocabulary of close to 3,000 words, and studied 504 kanji plus 300 additional readings.

INTERMEDIATE AND ADVANCED STAGES. These texts have been made available, in xerox form, to students of the Japan Missionary Language Institute and International Christian University over the past several years. These materials can be made available also to persons not connected with either of the above institutions upon request.

In this course, as one moves beyond the basics, the focus shifts from sentence structure to the structure of discourse. A reading in natural, up-to-date Japanese provides the framework for the lesson. Grammar patterns, expressions, idioms, and vocabulary are extracted from the reading and used as the material for drill sessions. Subject matter covered includes topics of general interest to both foreigner and Japanese living in Japan today, such as traffic, pollution, trade, and politeness in Japanese society. Literary sections include folk tales, children's stories, historical tales as well as history, women's speech and men's speech, and several writing styles including an exchange of diary entries by a husband and wife. Through these lessons, valuable insights into Japanese family life and private and national customs may be observed.

When the entire course is completed, the student should have learned almost all the 1,945 Jōyō kanji together with most of the different readings of these kanji. He should have acquired a working vocabulary of approximately 5,500 words, including a large number of technical terms in such fields as social studies, history, language, and literature. It is expected that the student will at this time be prepared to read newspapers, novels, and all materials of popular interest. If the student has studied this curriculum with a qualified teacher, his speaking ability should at least match his reading ability.

SOUND PATTERNS AND THE WRITING SYSTEM

UNIT 1 SIMPLE SOUNDS

PROBLEM: There are fundamental differences between Japanese sounds and English sounds—both in consonants and vowels. (The same statement is true when comparing Japanese sounds with the sounds of any language.)

OBJECTIVE: To help the student to hear the difference between Japanese sounds and English sounds (concentrating on "pure" simple vowels and simple consonants), and to help him produce some of these sounds so that they are acceptable to the native speaker. The Drills that follow are designed expressly for this purpose.

SECTION 1. DRILL

The Drills used in this book are designed for use with a tutor or with tapes, for private or group study. (See "The Effective Use of This Course," p. 2.) If a student does not have access to a tutor or tapes, it is suggested that he read the Explanation section first, and then read the Drills aloud. If the student is studying in class with a teacher, he should prepare the lesson in advance and perform in class with his book closed. Drills for all Sound Patterns are Repetition Drills; i.e., the student imitates (mimics) the tutor or tape.

PRACTICE 1. Try pronouncing the following vowels. Mimic your tutor until the pronunciation comes naturally.

Short Vowels

| a | i | u | e | o |
|---|---|---|---|---|
|---|---|---|---|---|

Short Vowels in Sequence

| | | | | |
|----|----|----|----|----|
| aa | ia | ua | ea | oa |
| ai | ii | ui | ei | oi |
| au | iu | uu | eu | ou |
| ae | ie | ue | ee | oe |
| ao | io | uo | eo | oo |

PRACTICE 2. The following tables list typical consonant-vowel syllables. Note that each consonant in Table 1 may be followed by any of the five vowels, but that the consonants in Table 2 are restricted regarding the vowels which may follow them. Mimic your tutor until the pronunciation comes naturally.

TABLE 1. CONSONANT-VOWEL SYLLABLES

| | a | i | u | e | o |
|----------|----|----|----|----|----|
| k | ka | ki | ku | ke | ko |
| n | na | ni | nu | ne | no |
| m | ma | mi | mu | me | mo |
| r | ra | ri | ru | re | ro |
| g (hard) | ga | gi | gu | ge | go |
| g (soft) | ga | gi | gu | ge | go |
| b | ba | bi | bu | be | bo |
| p | pa | pi | pu | pe | po |

TABLE 2. CONSONANT-VOWEL SYLLABLES
WITH RESTRICTED CONSONANTS

| | a | i | u | e | o |
|----|-----|------|-----|-------|-----|
| s | sa | | su | se | so |
| t | ta | (ti) | | te | to |
| h | ha | hi | fu | he | ho |
| y | ya | | yu | | yo |
| w | wa | | | | |
| z | za | | zu | ze | zo |
| d | da | (di) | | de | do |
| sh | sha | shi | shu | (she) | sho |

Note: The sound combination *she* occurs, but it is extremely rare. The use of *ti* and *di* are generally restricted to such foreign loan words as *tea* and *dinner*, and many Japanese don't use these combinations at all. A blank slot in Table 2 indicates that this sound combination does not occur.

PRACTICE 3. For some students, certain sounds are hard to distinguish; e.g., *r* (the flap) and *d*. Three sets of minimal pairs are given here to help the student to learn to distinguish between similar sounds. Mimic your tutor until you can make the distinction clearly.

| | | | | | | |
|-----|--------|--------|------|---------|---------|-------|
| (1) | rakú | daku | sore | sode | rái | dái |
| | murá | muda | tára | táda | irai | idai |
| | rokú | dokú | kíro | kído | warai | wadai |
| (2) | íkí | éki | (3) | kuní | kuǵi | |
| | kimono | kemono | | ínai | ígai | |
| | saki | sake | | kokúnai | kokúǵai | |
| | kói | kóe | | kanéru | kaǵéru | |
| | kámi | káme | | kínu | kíǵu | |

Note: The tone-accent mark (´) is placed over the vowel of the syllable before a fall in pitch. For a more complete explanation of tone accent see Unit 5 (p. 33).

PRACTICE 4. The following words contain the consonants of Table 1 in their first syllable. Mimic your tutor until the pronunciation comes naturally.

| | | | | |
|-------|-------|------|------|------|
| káme | kita | kusé | keta | koko |
| náze | nishi | numá | néko | nódo |
| mane | mimí | muda | mesú | monó |
| rakú | ríka | rúsu | réji | róba |
| gaku | gímu | gúzu | geta | goma |
| basho | bira | buta | béni | bóku |
| pápa | piké | púro | pésó | póro |

PRACTICE 5. The following words contain the consonants of Table 2 in their first syllable. Mimic your tutor until the pronunciation comes naturally.

| | | | | |
|-------|-------|-------|-------|-------|
| sato | | suná | séki | soko |
| táne | | | terá | toko |
| hadé | hito | futa | hetá | hodo |
| yáne | | yuka | | yoko |
| wáke | | | | |
| zarú | | zúga | zéní | zoku |
| damé | | | deshí | dóko |
| share | shitá | shúfu | | shómu |

SECTION 2. EXPLANATION

BREAKING HABITS. It is assumed that the student's primary objective in this course is to learn to "speak like a native." For some students this may not be the chief objective, but even if the student's primary objective is to acquire reading ability in the language, the best and fastest way to achieve his goal is through the mastery of the sounds of the language.

It may not be necessary to "become as a little child" in order to produce the sounds accurately, but it is necessary to *acquire new habits* of speech. Sometimes acquiring new habits means breaking old ones. In order to do this, there are two simple rules which the student must keep in mind at all times:

(1) **TUNE THE EAR.** Listen for the differences between Japanese sounds and English sounds (and be assured that they are *all* different to some extent). This lesson is designed to point up these differences by concentration on "simple" sounds. "Complex" sounds and complicated combinations of sounds will be introduced in succeeding lessons. (The terms "simple" and "complex" are used here in a technical sense. Some students may find certain so-called simple sounds in Japanese not so simple when it comes to producing them, but this is a matter of performance--"simple" and "complex" refer to the phonetic components of the sounds.)

See if you can detect a difference in the vowel sounds which your instructor makes from corresponding English vowel sounds. The difference is essentially the difference in position of the tongue and tension on the part of the articulators (throat muscles, tongue, and so forth). For a graphic representation of

the tongue position when producing Japanese vowels, refer to the diagram which appears below (p. 11). Next, see if you can detect a difference between Japanese vowels and English vowels (in terms of tongue position and quality), and between Japanese consonants and English consonants (in terms of point of articulation, degree of aspiration, etc.). Some of the difference between Japanese consonants and English consonants are summarized below:

DIFFERENCES IN JAPANESE AND ENGLISH CONSONANTS

- (a) *New consonant sounds.* The sound written *f* in romanization in this text occurs only in a syllable before the vowel *u*. It is not to be interpreted as the same sound as *f* in English, though it is close. In English, *f* is made by causing friction of the air stream passing between the upper teeth and the lower lip. For the Japanese *f*, the friction is caused by the upper and lower *lips* only, as if one were playing the flute. Try saying *Fúji-sañ Mt. Fuji*.

When *h* occurs before *i* it is sometimes produced with friction, making a sound something like *sh*. Try saying *hito person*.

Soft *g̃* is difficult to produce, and it is not absolutely necessary to make this sound, though one's speech is considered more refined if he can make it. It does not occur at the beginning of words, but is used only medially before any of the five vowels. Hard *g* occurs initially in a word, but under certain conditions it also occurs medially in place of the soft *g̃*. The sound of soft *g̃* is produced by touching the back upper part of the mouth (the velum) with the back of the tongue, allowing some of the sound to come out through the nose--very much like the last sound of the English word *sing*, though in Japanese this sound is followed by a vowel. Try saying "*sing-a-song*."

Syllabic *n̄* is produced exactly like *m* in some places, like *n* in some places, like the soft *g̃* (=English *ng*) in some places, and like a nasalized vowel in still others. Before *p*, *b*, and *m* (bilabials), *n̄* is pronounced like *m*--that is, with the lips closed, allowing the air to come through the nose: *eñpitsu pencil*. Before *t*, *d*, and *n* (dentals), before *ts*, *z*, *ch*, and *j* (affricates; *z* in this case sounds more like *dz*, although we don't use this spelling), and before *r* (flap), *n̄* is pronounced like *n*, with the tongue in the same position as the consonant following it--that is, the tip of the tongue just touches the teeth at the point where the front upper teeth meet the gums: *miñná de all together*. Before *k* and *g* or *g̃* (velars), *n̄* is pronounced like *g̃* (=English *ng*)--that is, with the back part of the tongue pressing up against the velum (the soft part of the palate in the back of the mouth): *nihoñgo Japanese (language)*. Before vowels, before *f*, *h*, *s*, and *sh* (fricatives), before *w* and *y* (semivowels), and before a pause, the syllabic *n̄* is pronounced almost like a nasalized version of the preceding vowel but with a narrower oral passage than the non-nasalized counterpart, so that it sounds darker than the vowel, usually with some degree of the *u* quality; since, unlike *m*, *n*, and *g*, the oral passage is never completely closed, it may be helpful to think of this sound as *n* with the tongue not quite touching the teeth: *señsé teacher*. Try pronouncing the following words from "Useful Expressions": *koñnichi wa hello*; *koñbañ wa hello* (in the evening); *o-géñki desu ka? How are you?*

- (b) *Difference in distribution.* Check the blank spaces of Table 2 in Practice 2 which shows that several consonants do not occur before all five vowels--such consonants are restricted in distribution.

- (c) *Difference in amount of aspiration.* Remember that Japanese p, t, and k have less aspiration, or breath, than the corresponding English sounds. Practice words with these sounds in them while holding a slip of paper in front of your mouth. Compare with the corresponding English sounds.
- (d) *Slight difference in point of articulation.* For example, the tongue is more forward for Japanese d than for English d. Put the tip of the tongue against the back of the upper teeth and pronounce it very hard; also, the tongue position is different from the nearest English equivalents of Japanese vowels.
- (e) *Manner of delivery.* The terms "lenis" and "fortis" are convenient to describe the difference between the delivery of Japanese sounds compared to English, but perhaps they are too technical for the average reader of this text: remember to clip short all Japanese vowels and pronounce distinctly all consonants.

It is the function of the linguist to help point out differences in Japanese sounds. The student should train himself to hear the differences and practice so that he can produce them without conscious effort.

(2) *PRODUCE THE NEW SOUND.* The student should *imitate a native speaker* (his tutor in the classroom) and judge from the response he receives from the native speaker whether or not his performance is good. An efficient language lab (with careful monitoring and correcting and play-back facilities so that the student hears his own mistakes) is an invaluable aid.

The student should *watch and observe physically visible phenomena* such as movement or lack of movement of the lips (the upper lip hardly moves with many Japanese speakers), rounding or nonrounding of lips, amount of opening of the mouth, position of the tongue where visible, etc. Even the inclination of the head to indicate affirmative or negative, or the upper part of the body to deliver greetings, is a part of language!

The student should *listen* for nonvisible phenomena such as the difference between *n* in dental position and *ñ* in velar position; hard and soft g; amount of aspiration on consonants such as p, t, and k.

In the explanation sessions the linguist will explain and demonstrate, through drawings and other aids, the way in which Japanese sounds are produced.

The student should *practice* with a tutor (imitating everything), with a tape recording (ideally using a tape on which he can record his own performance immediately after that of a native speaker and play it back--for this purpose a short-delay playback machine is preferable), and before a mirror. Small hand mirrors should be provided in the lab.

Close attention should be paid to other features of Japanese sounds, such as *rhythm* (in the two-syllable words of this lesson), and *accent*--that is, the tone-pitch difference between syllables within a word. Later, *intonation patterns* of an entire utterance should be carefully noted and copied. For practice on rhythm and pitch a metronome and piano may be helpful.

ROMANIZATION. In these sections on Sound Patterns, Japanese words are written only in the letters of the Western alphabet. This is done to help the student to advance more quickly in the early stages of his language study, but the student should be warned that excessive use of romanization (called *rōmaji*)

can lead to the acquisition of bad habits which will have to be broken if he wishes to speak Japanese "like a native." The use of romanization has the disadvantage of suggesting that the pronunciation of Japanese sounds is the same as an English sound written with the same letters. The fact is that all Japanese sounds are sufficiently different to warrant retraining even on the simple sounds. The student is advised to use these symbols as little as possible and rely upon his ear both in the classroom and in the lab. A good practice to follow is to read the text materials at home and perform in the class sessions without referring to the written materials at all. In the chart below, vowels and consonants are arranged to show the position of the tongue when producing the sounds; i.e., low, high, front, back.

THE SOUNDS OF JAPANESE

VOWELS

Short

| | |
|---|---|
| i | u |
| e | o |
| a | |

Long

| | |
|---------|---|
| ī or ii | ū |
| ē | ō |
| ā | |

CONSONANTS

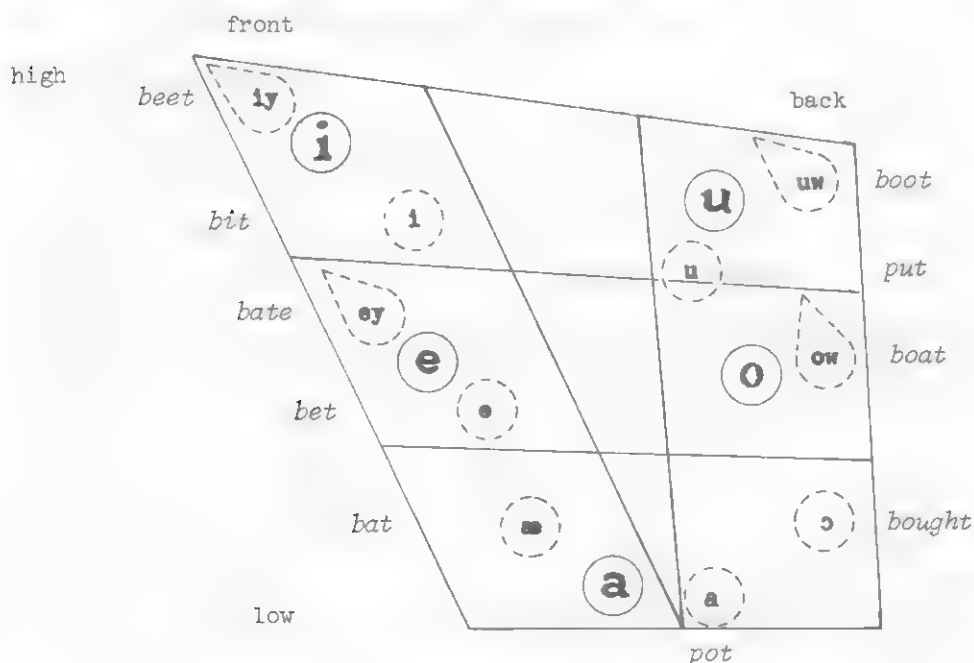
| | | |
|---|----|-------|
| p | t | k |
| b | d | g |
| m | n | (ŋ) n |
| | ts | ch |
| | | j |
| f | s | sh |
| | z | h |
| | | r |
| w | y | |

SECTION 3. EXERCISES

Compare (with a tutor) the following Japanese and English words. Note any differences you hear in the quality of vowels, differences in point of articulation of consonants, and so forth. (The English words are not translation, but simply words which contain similar sounds.)

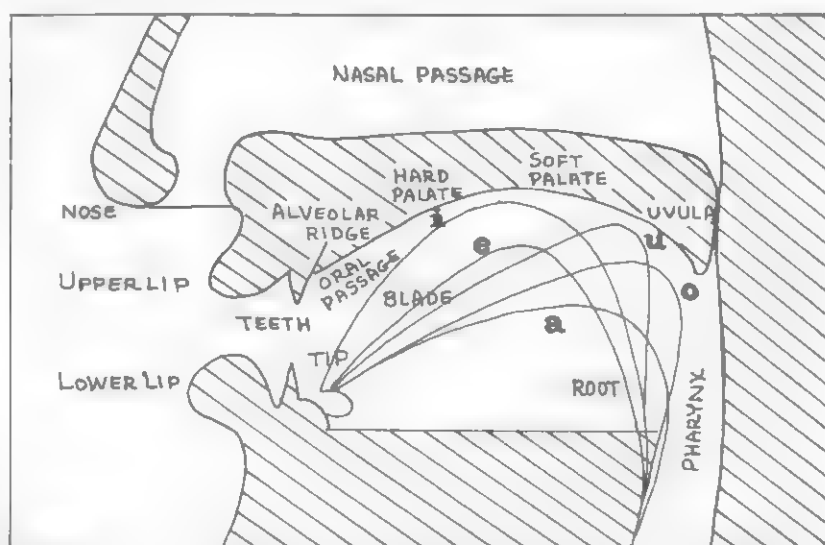
| (1) Japanese | English | (2) Japanese | English | (3) Japanese | English |
|--------------|-----------|--------------|----------|--------------|---------|
| koko | cocoa | rōba | robe | zēni | Zen |
| kāme | comma | nōdo | node | futa | foot |
| kita | kitty | monō | monorail | betsu | bets |
| kusé | custodian | yoko | yokel | dānsu | dance |

PRODUCING JAPANESE VOWELS



Vowel Chart Comparing American English and Japanese

The tongue position is indicated in the chart for each of the vowels *a*, *i*, *u*, *e*, *o* in Japanese (the vowels enclosed in solid circles). Compare the tongue position--front or back, high or low, with the position when producing American English (vowels enclosed in broken circles). Note: the letters in the chart represent *sounds*, not letters of the alphabet (e.g., the English word *foot* is phonemically /fut/).



Cross Section of Speech Organs

Showing five different positions of the tongue when producing Japanese vowels

SECTION 4. VOCABULARY BUILDING

1. Kore wa té desu.* This is (a/my/etc.) hand.
- | | |
|--------|---------|
| karada | body |
| mé | eye |
| mimi | ear |
| kao | face |
| atamá | head |
| onaka | stomach |
2. Sore wa isu desu. That is a/the chair.
- | | |
|------|--------|
| mádo | window |
| dóa | door |
| yuka | floor |
| heyá | room |
| yáne | roof |
3. Kore wa térebi desu. This is a T.V.
- | | |
|--------|-----------|
| kámera | camera |
| tabako | cigarette |
| taiya | tire |
- míruku This is milk.
4. Are wa ushi desu. That (over there) is a cow.
- | | |
|------|----------|
| umá | horse |
| néko | cat |
| inú | dog |
| róba | donkey |
| rísu | squirrel |
| tori | bird |
5. Kore wa kita desu. This is north.
- | | |
|---------|-------|
| minami | south |
| nishi | west |
| higashi | east |

*If the word before desu is not accented, desu receives the accent on the first syllable (désu). Note, too, that the vowel of the last syllable of desu is not pronounced. Actually it is whispered. (See Unit 3 for an explanation of this.)

SECTION 5. USEFUL EXPRESSIONS

Daily Greetings

| | |
|-------------------------|---|
| Hái. | Yes. |
| Īé.* | No. |
| Koñnichi wa. | Hello (in the daytime). |
| Ohayō gozaimāsu. | Hello (in the morning). |
| Koñbañ wa. | Hello (in the evening). |
| O-gēñki desu ka? | How are you (<i>lit.</i> , Are you well)? |
| Hái, gēñki desu. | Fine, thank you (<i>lit.</i> , Yes, I am well). |
| Okawari arimasēn ka? | How've you been (<i>lit.</i> , Is there no change)? |
| Okagesama de. | Thank you (<i>lit.</i> , By your favor). |
| Sayōnarā. | Good-bye. |
| Oyasumi nasái. | Good night. |
| Dōmo arígatō gozaimāsu. | Thank you very much. |
| Shitsūrē shimáshita. | Excuse me (for what I did; <i>e.g.</i> , for taking your time; for bumping into you; etc.). |
| Dō itashimáshite. | Don't mention it/Think nothing of it. |
| Shitsūrē shimāsu. | Excuse me (when saying good-bye or when about to do something). |
| Dōzo. | Please (go ahead)/Please (have some--when offering food). |

SECTION 6. WRITING

Learn to recognize and write the characters of lines 1, 2, and 3 of the Unmodified Kana in Table 6, The Hiragana Syllabary (p. 44) beginning at the upper right-hand corner, reading from top to bottom. Write the following words in hiragana:

- | | | | | |
|-----------|---------|----------|--------|------------|
| 1. okashi | 2. ue | 3. suki | 4. ai | 5. kiku |
| 6. aki | 7. soko | 8. sekaí | 9. uso | 10. o-sake |

*Lengthened vowels (*e.g.*, Ī, ō, ē) are treated in the next unit.

SOUND PATTERNS AND THE WRITING SYSTEM

UNIT 2

COMPLEX SOUNDS

PROBLEM: Complex sounds include consonant combinations (commonly called clusters) which are unfamiliar to the native speaker of English chiefly because of the difference of distribution of such combinations in Japanese. Long vowels also constitute a problem, because English language habits of off-glides are apt to distort the "pure" quality of lengthened vowels in Japanese, and also because vowel length is not a meaningful distinction in English.

OBJECTIVE: To drill the student in complex consonant sounds and lengthened vowels, and to enable him to acquire "muscular habituation" in Japanese sound patterns.

SECTION 1. DRILL

Refer to Unit 1 for instruction in how the student is to perform in drill sessions. The student studying alone can simulate the drill session by the use of tapes.

PRACTICE 1. Try pronouncing the following lengthened vowels. Mimic your tutor until the pronunciation comes naturally.

Lengthened Vowels

ā ī (ii) ū ē ō

In most dictionaries the long vowel ē is written ei. This reflects the Japanese way of writing this sound in hiragana. However, for the purpose of teaching correct pronunciation, we prefer to write this lengthened vowel as ē. The same consideration holds for lengthened i, though we represent it sometimes by ī and sometimes by ii. In three circumstances ii is preferable and is therefore used in this book: (1) in adjectives (e.g., ōkīi (*is*) *big*), because of the importance of the final i in adjective declensions; (2) in certain verb forms (e.g., kiite *hears*); and (3) in words in which the ii is formed from two separate kanji (e.g., kiiroi (*is*) *yellow*). The accent, if present, almost always comes on the first part of a lengthened vowel, so ā, ō, etc., are to be understood as āa, ōo, etc. Exceptions will be written out; e.g., oōi *many*.

PRACTICE 2. The words in Table 3 contain complex consonants. Mimic your tutor until the pronunciation comes naturally.

TABLE 3. COMPLEX CONSONANTS

| INITIAL | | | | | |
|---------|----------|-----|---------|---------|-------|
| | a | i | u | e | o |
| ts- | | | tsú | | |
| ch- | cha | chi | chū | (che) | chō |
| j- | já | ji | jú | (jétto) | jo |
| ny- | nyá | | nyūyoku | | nyōbō |
| ky- | kyaku | | kyūkyū | | kyō |
| gy- | gyaku | | gyūnyū | | gyō |
| by- | byakúren | | byūbyū | | byō |
| hy- | hyakú | | hyūzu | | hyō |
| ry- | ryaku | | ryūryū | | ryō |
| my- | myakú | | myūzu | | myō |
| py- | | | pyūpyū | | pyōn |

| MEDIAL | | | | | |
|--------|----------|-------|----------|---|----------|
| | a | i | u | e | o |
| -ts- | | | tátsu | | |
| -ch- | ocha | tochi | úchū | | kichō |
| -j- | rējā | kāji | kajū | | kajō |
| -ny- | konyákkū | | gyūnyū | | tōnyōbyō |
| -ky- | kokyaku | | shikyū | | kōkyō |
| -gy- | hāngyaku | | tōgyū | | sāgyō |
| -by- | sānbyaku | | rebyū | | nībyō |
| -hy- | nihyakú | | | | jikanhyō |
| -ry- | señryaku | | horyū | | hōryo |
| -my- | sañmyaku | | | | kōmyō |
| -py- | happyakú | | konpyūtā | | deñpyō |

Note: Forms in parentheses are rare.

PRACTICE 3. Try to distinguish the following minimal pairs by mimicking your tutor. The tutor may test the student's hearing by having the student indicate whether the tutor pronounced a word from the left-hand list or right.

- | | | | | | | |
|-----|------|------|--------|-------|--------|-------|
| (1) | ié | īé | nēmu | nēmu | sode | sōde |
| | keba | kēba | dāsu | dāsu | kūi | kūi |
| (2) | kíyō | kyō | ishiya | isha | míyo | myō |
| | híyō | hyō | kíyoku | kyōku | hiyaku | hyaku |

| | | | | | | |
|-----|---------|---------|--------|--------|---------|---------|
| (3) | tsukí | sukí | tsúmi | súmi | tsugi | sugi |
| | tsúru | súru | rítsu | rísu | útsu | úsu |
| (4) | káshi | káchi | ushi | uchi | shikaku | chikaku |
| | shijimi | chijimi | shikai | chikai | tóshi | tóchi |

PRACTICE 4. Pronounce the following words containing complex consonants. Mimic your tutor until the pronunciation comes naturally.

| | | | |
|----------|------------|-----------|------------|
| kyábetsu | kyaku | Dorákyura | kyóka |
| kyóri | kákyoku | kyá | kyūkyūsha |
| kyōkai | gyaku | kagyaku | gyōrogyoro |
| táigyo | ogyá | gyūniku | gyōgi |
| nyōi | nyānyā | nyūgaku | nyōbō |
| hyakú | hyōkohyoko | hyūzu | tōhyō |
| byōki | myakú | myūjīkaru | myōji |
| ryāku | ryūgaku | hōryo | ryōri |

PRACTICE 5. The following words contain lengthened vowels, complex consonants, or both. Mimic your tutor until the pronunciation comes naturally.

| | | | | |
|-------|---------|--------|---------|-------------|
| kūkō | sētā | kayōbi | otōtō | Kyōto |
| shīsō | Shōjōji | furī | kōhī | hē |
| moyō | Tōkyō | apāto | Jōdōshū | aisu-kurīmu |

SECTION 2. EXPLANATION

Listening and mimicking (or "mim-mem," mimicking and memorizing) is the first step in acquiring new pronunciation habits. Basic to language is speech, and we cannot hope to master Japanese until we have gained control of the sounds. In this lesson we are working on a more difficult phase of sound mastery, because we are dealing with complex consonant sounds and lengthened vowels. Whereas in the first unit our attention was concentrated on attack--"point of articulation"--in Unit 2 the focus is on delivery--"manner of articulation." In producing complex consonants and lengthened (or long) vowels, it is "follow-through" that counts.

THE "S-FOLLOW-THROUGH." The "s"-sound series in Japanese is less complicated than in most other languages (including English); it consists of **s**, **sh**, and **z**. If we consider that **s** and **sh** are *voiceless* consonants (meaning that the vocal chords are not vibrating when the sound is produced), then we can understand that **z** is the *voiced* counterpart of **s**; the two consonants are formed in the same way except for the fact that the vocal chords do not vibrate for **s** but they do vibrate for **z**. (You can feel your vocal chords vibrating if you place your fingers lightly on the Adam's apple while you pronounce **z**.) In some languages (e.g., French), **sh** has a voiced counterpart, **zh** (as in English *azure*), but **zh** is not found as a distinctive sound in Japanese. Instead of the soft **zh** Japanese has the sound **j** which is slightly harder than **j** in American English. Compare the following pairs: *Voiceless: asá, Voiced: azá; and Voiceless: íshi, Voiced: íji.*

The "S-follow-through" for **t** yields the complex consonants **ts** and **ch**. The former occurs only before the vowel **u**, but the latter may occur before any vowel. These

two sounds, *ts* and *ch*, complement the consonant *t*. Table 4 shows the way the three consonants are distributed before vowels.

TABLE 4. DISTRIBUTION OF *t*, *ts*, AND *ch*

| | a | i | u | e | o |
|-----------|-----|-----|-----|-------|-----|
| <i>t</i> | ta | | | te | to |
| <i>ts</i> | | | tsu | | |
| <i>ch</i> | cha | chi | chu | (che) | cho |

Note: Compare the *ts* sound in *kátsu* with the *ts* sound in the phrase *cats 'n' mice*.

THE "Y-FOLLOW-THROUGH." Consonant + *y* clusters are treated as complex consonants because they are articulated as if they were single units of sound. Thus, a consonant + *y* fills the same space as a simple consonant such as *k* (in terms of syllabic rhythm) in the examples below:

| Simple Consonant | Consonant + <i>y</i> |
|------------------|----------------------|
| kóka | kyóka |
| kóto | Kyóto |
| gói | gyói |

There is some similarity between the manner of articulation of consonant + *y* combinations and *sh* and *j* of the "S-follow-through" consonants, especially from the point of view of the vowel sound which comes after. In both cases the following vowel is produced with a slight "Y-on-glide" (that is, it begins with *y*): *cháku*, *shaku*, *jáku*; *myakú*, *kyaku*, *gyaku*. The word *nyūyoku* which means *enter the bath* is sometimes used as a pun for "New York." Note that the *nyū* sound is very similar to *new* in the pronunciation of many English speakers. The manner of articulation of *gyō*, *hyō*, *myō*, etc., is similar, but since we do not have ready counterparts in English we are apt to slip in a high vowel (*i*) so that the city, *Kyōto*, becomes *ki-yo-to*. Careful attention should be given to this complex consonant series. (A "high" vowel refers to the position of the tongue when making the sound; i.e., the back of the tongue is high, near the soft palate.)

LENGTHENED VOWELS. Lengthened vowels in Japanese are short vowels voiced for a longer period of time (roughly twice as long as the short vowel counterpart). Remember that it is important to make a distinction between short and long vowels in Japanese.

Perhaps the most difficult area of "muscular habituation" for the Japanese sound patterns (for the native English speaker) is in maintaining the same quality of the vowel over the interval required for uttering lengthened vowels. This requires the elimination of off-glides on vowels (see "on-glides" with relation to *y* before vowels in THE "Y-FOLLOW-THROUGH" above).

The term "diphthong" is not used here, but some students may find it helpful to realize that off-glide on vowels includes the general phenomenon of diphthongs. More specifically, the tendency to glide from a "pure" vowel into another vowel, as when forming a word like *boat*--where *o* glides into *u* (or *w*, lip-rounding), is a habit which must be corrected if one wishes to pronounce lengthened vowels correctly. Try saying *boat* before a mirror, watching carefully the lip movements. The lengthened *ō* in Japanese must not be pronounced as the long vowel in *boat*; the *o*-quality and the original position of the lips must remain constant to the end.

Lengthened *ē* is a similar problem. Instead of an off-glide to a high front *i* or *y*, Japanese *ē* continues unchanged, both with respect to quality and position of the tongue (except in certain dialects).

Here it must be added that the student will hear sounds which he may interpret as diphthongs because they resemble diphthongs in his own native language. For example, *ái love* may sound like *I /ay/* in English. This reflects the fact that combinations of vowels do occur in Japanese, but they are not diphthongs as we think of diphthongs in English; two vowels in sequence in Japanese do not blend into each other in the manner that diphthongs do. (Actually, Japanese consider that two vowels in sequence belong to two different syllables.)

SECTION 3. EXERCISES

1. Pronounce the following words without making diphthongs of them:

ái oi ou áu íě ue hae kái mǎe

2. Listen to the tutor or tape pronounce the following words at random, and see if you can identify which column (left or right) the word appears in:

| LEFT | RIGHT |
|-------|-------|
| íchi | ítsu |
| ochí | ôtsu |
| uchi | útsu |
| kūchū | kutsū |
| chūi | tsúi |

3. Compare the Japanese loan word with the original English:

| LOAN WORD | DERIVED FROM |
|-------------|--------------|
| ōtomíru | oatmeal |
| ōtōbai | autobike |
| tōsuto | toast |
| hōsu | hose |
| rōsuto | roast |
| bōto | boat |
| jāmu | jam |
| rējā | leisure |
| rājio | radio |
| jettōki | jet |
| jīpu | jeep |
| tēburu | table |
| miruku-sēki | milk shake |

4. Practice with tutor or tape; record your own voice and compare your pronunciation with a native speaker:

- | | |
|------------------------------|--------------------------------|
| 6. Kore wa <u>jūsu</u> desu. | This is juice. |
| aisu-kurīmu | ice cream |
| chokorēto | chocolate (candy) |
| bīru | beer |
| mayonēzu | mayonnaise |
| kōhī | coffee |
| hañbāgā | (a) hamburger |
| 7. <u>Kyōkai</u> desu. | (It is) a church. |
| Kyōto | Kyoto |
| kyō | today |
| kyābetsu | cabbage |
| sēyō-ryōri | Western (not Japanese) cooking |
| 8. <u>Satō</u> o kudasái. | Give me (some) sugar, please. |
| kōcha | (black) tea |
| bātā | butter |
| chīzu | cheese |

SECTION 5. USEFUL EXPRESSIONS

In the Classroom

- | | |
|---|---|
| <i>Señsē:</i> Minásañ, ohayō gozaimásu. | <i>Teacher:</i> Good morning, everyone. |
| <i>Jakusē:</i> Señsē, ohayō gozaimásu. | <i>Student:</i> Good morning, teacher. |
| <i>Señsē:</i> Kyō wa, <u>ík-ka</u> * o beñkyō-shimásu. | <i>Teacher:</i> Today, we will study Lesson 1. |
| ní-ka | Today we will study Lesson 2. |
| sāñ-ka | Today we will study Lesson 3. |
| yōñ-ka | Today we will study Lesson 4. |
| gō-ka | Today we will study Lesson 5. |
| <u>Miñná de</u> itte kudasái. | Say (it) all together. |
| hitóri de | Say (it) by yourself. |
| ōkfi kōe de | Say (it) in a loud(er) voice. |
| nihongo de | Say (it) in Japanese. |
| mínaide | Say (it) without looking. |
| hakkfiri | Say (it) clearly. |
| <i>Jakusē:</i> Sumimasēñ ga, <u>mō ichido</u> itte kudasái. | <i>Student:</i> Excuse me, but please say (it) once more. |

*For an explanation of lengthened consonants see Unit 3, Section 1 (p. 23).

| | | | |
|----------------|--|-----------------|---|
| | motto yukkuri | | Excuse me, but please say (it) more slowly. |
| <i>Señsē:</i> | Hōn o akete kudasái. tōjite Kurikāeshite kudasái. Kotāete kudasái. Wakarimashita ka? | <i>Teacher:</i> | Open (your) book(s), please. Close (your) book(s), please. Repeat, please. Answer, please. Did/do you understand? |
| <i>Gakusē:</i> | Hái, wakarimashita. Īé, wakarimasēn. | <i>Student:</i> | Yes, I understood/understand. No, I don't/didn't understand. |
| <i>Señsē:</i> | Shitsumon ga arimásu ka? | <i>Teacher:</i> | Are there (any) questions? |
| <i>Gakusē:</i> | — — wa, nihongo de dō iimásu ka? | <i>Student:</i> | How do you say — — in Japanese? |
| <i>Señsē:</i> | Ēgo wa tsukawanáide kudasái. | <i>Teacher:</i> | Please do not use English. |

SECTION 6. WRITING

Learn to recognize and write the characters of lines 4, 5, and 6 of the Unmodified Kana in Table 6, The Hiragana Syllabary (p. 44). Write the following words in hiragana:

- | | | | | |
|---------------|----------|---------|-----------|-------------|
| 1. fune | 2. natsu | 3. heta | 4. tanuki | 5. niku |
| 6. chikatetsu | 7. hito | 8. hoka | 9. haiku | 10. tonakai |

SOUND PATTERNS AND THE WRITING SYSTEM

Unit 3

LENGTHENED CONSONANTS AND UNVOICED VOWELS

PROBLEM: Lengthened consonants (or "double consonants" in romanization), which are basic to the phonetic structure of Japanese, are not part of the system of English and hence cause difficulty both in hearing and in production for the native speaker of English. The unvoicing of *i* and *u** follows regular rules of usage and can be grasped readily with a little practice, but the rules should be understood and mastered.

OBJECTIVE: To help the student to "hear" lengthened consonants and the unvoicing of vowels, and to aid him in developing speech habits to accommodate them.

SECTION 1. DRILL

By lengthened consonants we mean only *-pp-*, *-tt-*, *-kk-*, *-ss-*, *-ssh-*, *-tch-*, and *-tts-*. Except for foreign loan words, no voiced consonants become lengthened. Note that, since "S-follow-through" complex sounds such as *ch* and *ts* begin with a *t*-like sound, their lengthened counterparts are spelled *tch* and *tts*, respectively. The more accurate spelling for the lengthened sound of *sh* would be *shsh*, but for convenience we represent it by *ssh*, and no confusion will arise. In the following practices the students imitate the tutor, first in unison, then individually. The tutor corrects mistakes by repeating the sound or word once or twice.

PRACTICE 1. Table 5 shows how the lengthened consonants are combined with other sounds to make actual words. Mimic your tutor after each word until the pronunciation comes naturally.

TABLE 5. LENGTHENED CONSONANTS IN WORD CONSTRUCTIONS

| | a | i | u | e | o |
|-------|--------------------|---------------------|---------------------|--------------------|-------------------|
| -pp- | ippa ^ñ | jippi | ippu ^ñ | ippé ^ñ | ippo ^ñ |
| -tt- | ittan ^ñ | | | itté ^ñ | itto ^ñ |
| -ss- | késsa ^ñ | | issú ^ñ | jisse ^ñ | íssô |
| -ssh- | tassha | nesshí ^ñ | risshu ^ñ | | íssho |
| -tts- | | | hettsui | | |
| -tch- | matcha | mátchi | hitchū | | ítchō |
| -kk- | íkka | íkki | íkku | íkke ^ñ | íkko |

* Authorities such as Sirô Hattori and Bernard Bloch recognize other unvoiced vowels besides those treated here, but we limit this introduction to *i* and *u* for pedagogical reasons. The symbol for unvoicing in this lesson will be "()."

PRACTICE 2. Pronounce the following words containing lengthened consonants. Pay special attention to lengthened complex consonants.

| | | | | | |
|-----|---------|-------------|-----|----------|----------|
| (1) | mikka | sh(i)kkyaku | (2) | assári | ressha |
| | hakkíri | | | zasshi | |
| | yukkúri | tokkyū | | massúgu | isshuñ |
| | sekkeñ | | | tassē | |
| | Níkkō | kekkyoku | | íssō | issho |
| (3) | uttaeru | matcha | (4) | íppai | roppyakú |
| | máitchi | | | ipp(i)kí | |
| | yottsú | itchūya | | k(i)ppu | |
| | kettēñ | | | ippēñ | |
| | chōtto | ítchō | | sh(i)ppō | happyō |

PRACTICE 3. In certain loan-words, the following *voiced* lengthened consonants occur: -dd-, -gg-, and -dj-. (The spelling dj parallels that of tch.) Here are some examples:

béddo hamu-éggu édji

PRACTICE 4. Pronounce the following words. Mimic your tutor until the pronunciation comes naturally.

kóttōñ ippañ-teki kekkōñsh(i)ki sāñjūrokkai

PRACTICE 5. Pronounce the following minimal pairs. Try to make a clear distinction between single and lengthened consonants. This may be used as a recognition drill, the student indicating "left-hand" or "right-hand" as the tutor pronounces words at random.

| LEFT | RIGHT |
|-----------|------------|
| sakyū | sakkyū |
| kído | kíddo |
| sh(i)kaku | sh(i)kkaku |
| utae | uttae |
| kaké | kakké |
| íkeñ | íkkeñ |
| kóka | kókka |
| iso | isso |

PRACTICE 6. Pronounce the following words containing unvoiced u. Notice that some u are voiced and some unvoiced.

| | | |
|-----------|-----------|---------------|
| híf(u) | fúbo | páf(u) |
| fuyú | fuf(u)ku | furats(u)ku |
| f(u)tarí | f(u)tsuka | f(u)tatsú |
| sháf(u)to | f(u)tsū | parachíf(u)su |

PRACTICE 7. Pronounce the following words containing unvoiced i. Notice some i are voiced and some unvoiced.

| | | | | | |
|---------|---------|----------|----------|-----------|-----------|
| káshi | káchi | ushi | uchi | sh(i)kaku | ch(i)kaku |
| shijimi | chijimi | sh(i)kai | ch(i)kai | tóshi | tóchi |

PRACTICE 8. Pronounce the following words containing unvoiced i and u.

| | | | |
|-------------|-------------|------------|----------------|
| déte k(i)te | h(i)to | kúgats(u) | s(u)kēto |
| sh(i)sē | h(i)tóri | des(u) | s(u)sumu |
| sh(i)ta | k(i)shā | s(u)kiyaki | ts(u)kúsu |
| okásh(i) | kosh(i)kaké | s(u)ki | k(u)tsush(i)tá |

SECTION 2. EXPLANATION

LENGTHENED CONSONANTS. In order to master lengthened consonants the student must be able to distinguish the difference in length between the medial consonants of pairs such as the following: kóka : kókka; móto : mótto; máchi : máchi. To help distinguish the difference in length of the medial consonants in the right hand members of these pairs, perhaps it would be useful to compare English pairs such as the following: *housekeeper* : *bookkeeper*; *appraise* : *lip praise*.

Besides length (a lengthened consonant is roughly twice as long--in terms of time lapse--as the corresponding single consonant), the element of intensity or strength of the sound is important. Obviously a lengthened consonant is pronounced with more tension and hence is harder. The first consonant of a "double-consonant" series can be considered to be the same as the second consonant (in point of articulation) but unreleased.

UNVOICED VOWELS. In normal, fairly rapid conversation, in an unaccented syllable between two voiceless consonants, or in final position, i and u are usually unvoiced. Check the examples given in the practices to confirm this rule, and listen for unvoicing in the speech of your tutor. (This is a good chance to tell whether your tutor is a native of Tokyo or not, because Tokyo speakers, almost without exception, unvoice i and u according to this rule.)

Actually, other vowels (o and a) are unvoiced in special contexts, but these are not treated as regular pronunciation patterns in these lessons. The student can readily pick up these special usages by listening carefully. Of course, whispering is a special instance of the unvoicing of all vowels and consonants.

SECTION 3. EXERCISES

1. Listen to the tutor or tape pronounce the following words at random, and see if you can identify which column (left or right) the word appears in. Words with "double consonants" occur in the right-hand column.

| | | | | | |
|-------|--------|------|-------|-------|--------|
| LEFT | RIGHT | LEFT | RIGHT | LEFT | RIGHT |
| asaku | assaku | íto | ítto | sakyū | sakkyū |
| áki | ákki | utae | uttae | sáku | sákku |

| LEFT | RIGHT | LEFT | RIGHT | LEFT | RIGHT |
|--------|---------|--------|---------|-----------|------------|
| ishoku | issbokú | kaké | kakké | sákoñ | sákkon |
| ishin | issbin | kaseki | kaszeki | sh(i)kaku | sh(i)kkaku |
| íse | isse | kído | kíddo | sh(i)ké | sh(i)kké |
| íken | íkken | kóka | kókka | tesē | tessē |
| iteñ | itteñ | kóku | kókku | móto | móttō |

2. Pronounce the following according to the rules for the unvoicing of vowels.
Note: Some *i* and *u* vowels in this list are *not* unvoiced.

| | | | |
|------------|------------|---------|-----------|
| kutsushitá | shimáshita | súgu | kutsú |
| shichíji | otonáshiku | sukóshi | kutsū |
| íkite iru | sukútā | tsukéte | gomúgutsu |
| dekíru | bósu | hákushi | muné |

SECTION 4. VOCABULARY BUILDING

1. Yamá desu. (It is) a mountain.
 sóra the sky
 mori a forest
 nóhara a field
 oka a hill
 gake a cliff
 kawá a river
 úmi the ocean
 saká a slope
2. Jōzú desu. (He is) skillful.
 hetá clumsy
 hén strange
 rippa splendid
 (It is) convenient.
 bēnri convenient
 fúben inconvenient
3. Básu desu. (It is) a bus.
 fúne a ship
 kuruma a car
 gakkō a school
 jettóki a jet
 rokétto a rocket
 zasshi a magazine
 móppu a mop
 móttō a motto

- | | |
|-----------------------------------|---------------------------|
| 4. Watashi no <u>musuko</u> desu. | (This is) my son. |
| musumé | daughter |
| kusuri | medicine |
| tákushī | taxi |
| kishá | train |
| kutsushitá | socks |
| fukú | clothes |
| sukiyaki | sukiyaki |
| okáshi | sweets |
| 5. <u>Ocha</u> o kudasái. | Give me some tea, please. |
| kókoa | hot-chocolate |
| bánana | banana(s) |
| tamágo | egg(s) |
| yasai | vegetables |
| sakana | fish |
| gyūniku | beef (meat) |
| butaniku | pork |
| o-sashimi | raw fish |
| o-súshi | sushi |
| kamí | paper |
| kitte | stamp(s) |
| kippu | ticket(s) |

SECTION 5. USEFUL EXPRESSIONS

In the Lab

- | | |
|---|--------------------------------|
| <i>Señsē:</i> Íi desu ka? | <i>Teacher:</i> Are you ready? |
| Déwa, hajimemásu. | We're going to begin. |
| Rokuon-shite kudasái. | Record, please. |
| Tépu o tomete kudasái. | Stop your tape, please. |
| Issho ni itte kudasái. | Say/Repeat together, please. |
| Kore de owarimásu. | That's all/We end with this. |
| <i>Jakusē:</i> Mótto ōkiku shite kudasái. | Make (it) louder, please. |
| Mótto chīsaku shite kudasái. | Make (it) lower, please. |

In the Classroom

- | | |
|---|--|
| <i>Señsē:</i> Kokuban ní káite kudasái. | <i>Teacher:</i> Write on the blackboard, please. |
| Kokuban o míte kudasái. | Look at the blackboard, please. |
| Kokuban o keshite kudasái. | Erase the blackboard, please. |

Shukudai o shite kudasái.

Do (this) homework, please.

Shukudai o dāshite kudasái.

Hand in (your) homework, please.

Tésuto o shimásu.

(We're) going to have a test.

Yasumi-jíkān desu.

It's rest time (time for a break).

Déwa mata.

I'll see you next time.

SECTION 6. WRITING

Learn to recognize and write the characters of lines 7 through 11 of Unmodified Kana in Table 6, The Hiragana Syllabary (p. 44). Write the following words in hiragana:

- | | | | | |
|-------------|-----------|-------------|-----------|----------------|
| 1. warai | 2. yureru | 3. musume | 4. mori | 5. miñna |
| 6. Yamamoto | 7. yoroñ | 8. sukiyaki | 9. kuruma | 10. mushiatsui |

SOUND PATTERNS AND THE WRITING SYSTEM

UNIT 4

SYLLABLES AND RHYTHM

PROBLEM: Syllables in Japanese differ considerably from syllables in English, chiefly because Japanese syllables normally end in a vowel, and usually a single consonant followed by a single vowel constitutes a syllable. The occurrence of lengthened consonants and syllabic *n̄* complicates this syllabic pattern.

OBJECTIVE: To introduce the characteristic even-rhythm phenomenon of the Japanese language and to help the student to develop the ability to produce it.

SECTION 1. DRILL

The students imitate the tutor, first in unison, then individually. The tutor corrects mistakes by repeating the word once or twice.

PRACTICE 1. Pronounce the following words with special attention to open syllables. Syllable boundaries are marked by periods.

| | | | | | |
|---------------------|------------------|---------------|---------------|-----------|------------|
| (1) <i>ní.ki.bi</i> | <i>hi.tó.ri</i> | <i>mi.chi</i> | <i>dá.re</i> | <i>kí</i> | <i>shi</i> |
| <i>to.na.ri</i> | <i>wa.ta.shi</i> | <i>ma.ta</i> | <i>ká.re</i> | <i>há</i> | <i>yó</i> |
| <i>mu.ka.shi</i> | <i>ka.wa.ru</i> | <i>ró.ji</i> | <i>tá.tsu</i> | <i>to</i> | <i>na</i> |

| | | | | |
|------------------|--------------|---------------|---------------|----------------|
| (2) <i>kō.kō</i> | <i>sō.sō</i> | <i>byō.dō</i> | <i>shō.mē</i> | <i>shū.nyū</i> |
| <i>hē.zē</i> | <i>kē.hō</i> | <i>mē.ryō</i> | <i>tsū.jō</i> | <i>Kyū.shū</i> |

| | | | | |
|------------------|----------------|--------------|---------------|---------------|
| (3) <i>jō.ro</i> | <i>ku.tsū</i> | <i>hi.mē</i> | <i>bi.myō</i> | <i>fu.tsū</i> |
| <i>kē.ko</i> | <i>sho.chū</i> | <i>to.kē</i> | <i>kó.kyō</i> | <i>Kyō.to</i> |

| | | | | |
|-----------------|------------|--------------|-------------|--------------|
| (4) <i>kó.e</i> | <i>á.i</i> | <i>há.i</i> | <i>ka.u</i> | <i>shi.ó</i> |
| <i>e.sa</i> | <i>o.u</i> | <i>chi.é</i> | <i>kú.i</i> | <i>kú.i</i> |
| <i>i.sha</i> | <i>u.e</i> | <i>kó.i</i> | <i>ké.u</i> | <i>kē.i</i> |

| | | | |
|----------------------|------------------------|---------------------|-------------------------|
| (5) <i>ku.mi.a.i</i> | <i>ko.n̄.ba.n̄.wa</i> | <i>a.ta.ta.ká.i</i> | <i>i.tá.ru.to.ko.ro</i> |
| <i>sa.i.a.ku</i> | <i>ko.n̄.ni.chi.wa</i> | <i>ko.kō.no.tsu</i> | <i>mo.no.ma.ne</i> |
| <i>to.i.a.wa.se</i> | <i>ko.n̄.da.te</i> | <i>fu.mi.ki.ri</i> | <i>na.ka.na.ka</i> |

PRACTICE 2. The lengthened consonant requires an extra syllable to accommodate the length. Pronounce the following words containing syllabic consonants with special attention to rhythm.

Lengthened Consonants

| | | | |
|---------|----------|----------|------------|
| i.t.ta | má.t.chi | i.s.sho | f.t.chō |
| ka.t.ta | ma.k.ká | ta.s.sha | ma.s.sú.gu |
| mó.t.ta | ké.k.kō | sá.k.ki | bi.k.kú.ri |

Syllabic ñ

| | | | |
|-----------|-----------|------------|-------------------|
| ka.ñ | ká.ñ.na.ñ | za.ñ.né.ñ | Ká.ñ.tō |
| me.ñ.dō | ké.ñ.dō | Ji.mi.ñ.tō | ko.ñ.da.te |
| ná.ñ.ne.ñ | ná.ñ.ji | ná.ñ.chō | cha.ñ.to |
| gě.ñ.ki | ka.ñ.gě | shi.ñ.bu.ñ | shi.ñ.po.ñ |
| sa.ñ.mo.ñ | á.ñ.i | ké.ñ.i | Mi.ñ.o.ñ |
| é.ñ | ó.ñ | sé.ñ | mó.ñ |
| ka.ñ.gá.e | sa.ñ.ká.i | e.ñ.ka.i | kó.ñ.go |
| shi.ñ.yū | hó.ñ.ya | ki.ñ.yō.bi | hó.ñ o ku.da.sá.i |

SECTION 2. EXPLANATION

SYLLABLES. For Practice 1, it will be noted that simple syllables are formed by a consonant-vowel sequence usually, but that when there are two vowels in sequence there is a syllable break between them. This last feature of Japanese means that there are no true diphthongs (in the way that we think of them in English). Two vowels in sequence should be pronounced as belonging to two different syllables. This means that each vowel is given the same amount of time in pronunciation.

RHYTHM. To speak Japanese naturally it is absolutely imperative for the student to master the rhythm pattern of Japanese syllables. As far as time-lapse (the technical term is "mora") is concerned, each unit separated from others by the period mark in the drill sections above receives the same rhythm beat. It is this feature which gives to Japanese its staccato-like rhythm (or, the sound of machine-gun fire, as someone put it). This staccato rhythm is so unlike the rhythm pattern of English that the native speaker of English finds it difficult to throw off his old habits and adopt the new.

SECTION 3. EXERCISES

Review all patterns practiced in Units 1, 2, and 3, concentrating on the recognition of syllables, practicing them until the staccato rhythm becomes second nature.

SECTION 4. VOCABULARY BUILDING

1. Kore wa nāñ desu ka?

What is this?

2. Sore wa shashiñ desu.

That is a photograph.

dēñsha

an electric (powered) train

pāñ

bread

shiñbuñ

a newspaper

| | |
|-------------------------|------------------------------|
| kaidan | a stairway |
| hōn | a book |
| gasorin | gasoline |
| han̄kachi | a handkerchief |
| sañdōitchi | a sandwich |
| māgarin | margarine |
| deñwa | a telephone |
| deñpō | a telegram |
| 3. <u>Hāru</u> desu | (It's) spring. |
| natsú | summer |
| aki | fall |
| fuyú | winter |
| 4. <u>Watashi</u> desu. | (It's) me. |
| anāta | you |
| señsē | (I'm/he's/you're) a teacher. |
| señkyōshi | a missionary |
| 5. <u>Otona</u> desu. | (He's) an adult. |
| shiñkō | (It's) faith. |
| beñkyō | study |
| Kirisutokyō | Christianity |

SECTION 5. USEFUL EXPRESSIONS

Greetings & Introductions

| | |
|--------------------------------------|--|
| watashi | I; me |
| anāta | you (but usually name or title is used) |
| go-shūjin | (your/her) husband |
| shūjin | (my) husband |
| ōkusan | (your/his) wife |
| kānai | (my) wife |
| kodomo | (my/a) child |
| tomodachi | friend |
| Watashi wa — — desu. Dōzo yoroshiku. | I'm — — . How do you do? |
| Kono katā wa — — -san desu. | This is — — . (When introducing someone not a member of one's own family.) |
| Kore wa — — desu. | This is — — . (When introducing a member of one's own family.) |
| Hajimemāshite. Dōzo yoroshiku. | I'm very pleased to meet you. |
| Shitsūrē desu ga, dōnata desu ka? | I beg your pardon, but who are you? |

| | |
|------------------------------|--|
| O-hisashiburi désu. | It's been a long time (since we met). |
| — — -sañ ni yoroshiku. | Say hello to — — . |
| O-daiji ni. | Take care of (yourself/him/etc.) (<i>In case the person is sick, etc.</i>) |
| Dōzo, o-saki ni. | Please go on ahead. |
| O-saki ni. | (Excuse me for) going ahead. |
| — — o dōzo. | Have some — — . |
| Hái. Dōmo arígatō gozaimásu. | Thank you very much. |
| Īé, kékkō desu. | No, thank you. |
| Itadakimásu. | (<i>word said before beginning to eat</i>) |
| Gochisō-sama. | (<i>word said after finishing a meal</i>) |

SECTION 6. WRITING.

Learn to recognize and write the characters of the kana with dakuteñ and hañdákuteñ and the kana combinations for Y-follow-through syllables in Table 6, The Hiragana Syllabary (p. 44). Observe the short lines (dakuteñ) and the small circle (hañdákuteñ) put on the right-hand shoulder of the characters and how the smaller kana are made for the Y-follow-through syllables. Write the following words in hiragana:

- | | | | | |
|-----------|-----------|-------------|----------|-----------|
| 1. tegami | 2. karada | 3. mado | 4. deñwa | 5. chizu |
| 6. ocha | 7. deñsha | 8. shukudai | 9. isha | 10. kisha |

SOUND PATTERNS AND THE WRITING SYSTEM

UNIT 5

TONE ACCENT OF WORDS

PROBLEM: Recognizing and producing the tone-accent on Japanese words is perhaps one of the most difficult problems in learning the language. Word accent is phonemic--that is, the tone pattern of high and low syllables on many words is arbitrarily fixed and cannot be predicted, hence it must be learned. On the other hand, tone-accent is different from stress-accent in English; i.e., high pitch on an accented syllable is important, but stress on the accented syllable is not.

OBJECTIVE: To help the student to hear tone-accent in Japanese, and to help him to produce correct accent patterns in his own speech.

SECTION 1. DRILL

PRACTICE 1. This drill gives practice in two-syllable homophones (words which sound alike but whose meanings are different) which are distinguished on the basis of tone-accent. Words in Group I have a high tone-accent on the first syllable; words in Group II have a high tone-accent on the last syllable.

| GROUP I | | GROUP II | |
|--------------|------------|--------------|--------|
| <u>háshi</u> | chopsticks | <u>hashí</u> | bridge |
| <u>áshi</u> | reed | <u>ashí</u> | foot |
| <u>imi</u> | ocean | <u>uní</u> | pus |
| <u>asa</u> | morning | <u>asá</u> | linen |

PRACTICE 2. Two-syllable homophones in context. When words such as those appearing in Practice 1 are included in a larger context (i.e., when they are spoken in a sentence), a third accent type appears; i.e., atonic, or words which have no basic accent at all. Thus, if the atonic word **desu** is added to the words of Practice 1 (thus making these words into simple sentences), the accent pattern appears as follows:

| GROUP I | | GROUP II | |
|-------------|----------------------|----------------|----------------|
| Háshi desu. | They are chopsticks. | Hashí desu. | It's a bridge. |
| GROUP III | | | |
| Hashi désu. | | It's the edge. | |

Under the guidance of a tutor practice substituting words from the three groups below in the frame: _____ desu.

| | | | | |
|-----------------|-----------|--------------|--------------------|----------------------|
| <i>Example:</i> | GROUP I | <u>háshi</u> | <u>Háshi</u> desu. | They are chopsticks. |
| | GROUP II | <u>hashí</u> | <u>Hashí</u> desu. | It's a bridge. |
| | GROUP III | hashi | <u>Hashi</u> desu. | It's the edge. |

TWO-SYLLABLE NOUNS

| GROUP I | | GROUP II | | GROUP III | |
|---------|---------------|----------|--------|-----------|-----------|
| háshí | chopsticks | hashí | bridge | hashi | an edge |
| káki | oyster | kakí | fence | kaki | persimmon |
| Hána | (girl's name) | haná | flower | hana | nose |
| áshi | reed | ashí | foot | | |
| úmi | ocean | umí | pus | | |
| ása | morning | asá | linen | | |
| kóto | harp | kotó | thing | | |
| áme | rain | | | ame | candy |
| káshi | sweets | | | kashi | debt |

Note that when *desu* follows any of the words of Group III (i.e., atonic words), it receives the tone-accent on its first syllable.

PRACTICE 3. Pronounce the following two-syllable nouns in context. Mimic your tutor until the pronunciation comes naturally.

| | | |
|-----------|---------------------|--------------------|
| GROUP I | Néko <i>desu</i> | It is a cat. |
| | Zō <i>desu</i> . | It is an elephant. |
| | Háto <i>desu</i> . | It is a pigeon. |
| | Sáru <i>desu</i> . | It is a monkey. |
| GROUP II | Inú <i>desu</i> . | It is a dog. |
| | Umá <i>desu</i> . | It is a horse. |
| | Kumá <i>desu</i> . | It is a bear. |
| GROUP III | Buta <i>désu</i> . | It is a pig. |
| | Ushi <i>désu</i> . | It is a cow. |
| | Mushi <i>désu</i> . | It is an insect. |
| | Tori <i>désu</i> . | It is a bird. |

ONE-SYLLABLE NOUNS

One-syllable nouns are of two types: accented and nonaccented. Of course, when one-syllable words are spoken in isolation the difference in accent cannot be detected.

PRACTICE 4. Practice the following by substituting in the frame: _____ *desu*.

| GROUP I | | GROUP II | |
|-------------------------|--------------|-------------------------|--------------------|
| <u>Kí</u> <i>desu</i> . | It's a tree. | <u>Kí</u> <i>désu</i> . | It's one's spirit. |
| chí | earth | chi | blood |
| hi | fire | hi | the sun |
| ji | a character | ji | the ground |
| sú | a nest | su | vinegar |
| shí | death | shi | a poem |
| é | a picture | e | a handle |

Standard Tokyo accent for nouns of more than one syllable follows two basic rules: (1) the pitch of the first and second syllables of a word is always different; and (2) one word has only one accent (or, one area of high pitch); therefore, if one hears two accents it is a clear indication that he has heard two separate words.

Another way of stating Rule (1) above is to consider that unless the first syllable has the accent, it is a warm-up syllable, and thus spoken on a lower tone than the rest of the word. All syllables (except the first syllable of a word) which precede the accent are spoken on the same high pitch of the syllable which bears the accent; all syllables following the accented syllable are spoken on a lower pitch. There are four accent patterns for three-syllable words.

PRACTICE 5. Pronounce the following three-syllable nouns in context:

| GROUP I | | GROUP II | |
|--------------|----------------------|---------------|--------------------|
| Ínochi desu. | It is life. | Kokóro desu. | It is (the) heart. |
| Námida desu. | They are tears. | Shikéñ desu. | It is an exam. |
| Bíru desu. | It is beer. | Sató desu. | It is sugar. |
| Mégane desu. | They are spectacles. | Anáta desu. | It is you. |
| GROUP III | | GROUP IV | |
| Atamá desu. | It is (the) head. | Karada desu. | It is (the) body. |
| Otokó desu. | He is a man. | Hitsuji desu. | It is a sheep. |
| Oñná desu. | She is a woman. | Tsukue desu. | It is a desk. |
| Hasamí desu. | They are scissors. | Ēgo desu. | It is English. |

PRACTICE 6. Pronounce the following four- and five-syllable nouns.

| FOUR-SYLLABLE NOUNS | | FIVE-SYLLABLE NOUNS |
|---------------------|---------|---------------------|
| kónzatsu | kómori | ó-tsuki-sama |
| soyókaze | ugúisu | otósañ |
| mizuúmi | señsé | señkyóshi |
| otótó | imótó | atama-kázu |
| tomodachi | nihoñgo | o-shōgatsú |
| | | nihoñ-gami |

SECTION 2. EXPLANATION

This lesson on tone-accent in Japanese has concentrated on accent patterns of nouns. The accent patterns of inflected words (e.g., verbs and adjectives) is somewhat more complicated, and will be introduced at the appropriate place in the Basic Lessons. Numerals and certain time words manifest accent change depending on position in the sentence. Notice how the basically unaccented *futatsu* two acquires an accent when followed by a particle. The same thing is true of the adverbial *kinō yesterday*. Thus: *Riñgo o futatsu kudasái. Give me two apples, please; Futatsú de ikura desu ka? How much for two? Kinō Tōkyō ni ikimáshita. Yesterday, I went to Tokyo; Kinō wa sámukatta desu. Yesterday, it was cold.*

As with English, the accent of a word is part of the word itself, and one simply has to remember the accent along with the word. It is helpful to recognize different types of accent, however, because new words can soon be associated with a particular type. This is the reason for the method of constructing the drills of this lesson.

It is not true, however, that there are no rules of tone-accent on nouns. Though the following list of rules is by no means exhaustive, perhaps it will help the student to understand accent themes in Japanese.

(1) Accent patterns differ depending upon parts of speech; e.g., the accent patterns for nouns differ from those of verbs, etc.

(2) Tone-accent in Japanese is distinct from stress-accent in English; i.e., the accented syllable in a Japanese word is not spoken in a louder voice but at a higher pitch.

(3) The accent mark (´) used in these units is to be interpreted as follows: the syllable bearing the accent mark is the syllable *before the fall in pitch*. Since pitch is relative, differing with each speaker and even with each different utterance of a word by the same speaker, pitch does not have a corresponding musical tone (e.g., C on the piano). There are four meaningful tones ranging from 1 to 4 (low to high). Normally the syllable which receives the tone-accent is spoken at level 3 (level 4 being reserved for emphasis or exclamation), and the tone drops immediately after it to level 2 (or level 1 if it is at the end of the utterance). Thus, we can say that tone-accent on a syllable means that the pitch of the voice is lowered beginning with the next syllable immediately following the tone-accent mark. All syllables *before* the tone-accent mark (except the first "warm-up" syllable) are to be given the same high tone as the syllable with the accent mark (level 3). If there is a pause, then the pattern of "warm-up," level, and fall is repeated.

(4) Accent patterns on nouns are affected by the following: (a) The composition of the word; i.e., compound nouns, nouns derived from verbs, etc.; (b) The origin of the word; i.e., native Japanese nouns, Chinese loans, English loans, etc.; (c) The number of syllables in the word; (d) The nature of the sounds which compose the word; i.e., presence of long vowels, syllabic consonants, syllabic *ñ*, unvoiced vowels. For example, the favorite accent pattern for three-syllable nouns is pattern I (on the first syllable). Thus, when a new word is borrowed from English, it is common for this loan-word to receive the primary accent pattern: *tómato*, *bánana*, *yótto*, *térebi*, *máitchi*, *míshiñ*. Chinese loan-words also show a preference for this accent pattern: *shákai*, *gógaku*, *bókushi*.

Recognizing and producing the tone-accent on Japanese words is perhaps one of the most difficult problems in learning the language. But the accent on a word is just as much a part of it as are the consonants and vowels. Proper pronunciation of a word *includes* a proper reproduction of the tone-accent.

If the student feels at this point that the accent system of Japanese is too difficult, he should be reminded that the accent system of English is, if anything, even more difficult, and that the foreign student has no alternative except to learn word accent along with the new word.

SECTION 3. EXERCISES

Review the Useful Expressions of the first four units paying special attention to word accents. It may be helpful to try drawing intonation lines as follows:

Sore wa shashi^ん desu.

That is a photograph.

Sore wa densha^{でんしゃ} desu.

That is an electric car (train).

Have your tutor pronounce these sentences slowly and deliberately and see if you can draw lines to indicate his intonation. Use a tape recorder to study your own accent.

SECTION 4. VOCABULARY BUILDING

- | | |
|-------------------------|--------------------------------------|
| 1. Ame desu. | (It is) rain. |
| yuki | snow |
| yuki-daruma | a snowman |
| 2. Ame o kudasai. | Give me some candy, please. |
| hashi | chopsticks |
| hana | flowers |
| kaki | persimmons |
| 3. Hana desu. | (It's) a nose. |
| hashi | a bridge |
| kaki | oysters |
| e | a picture (drawing) |
| hako | a box |
| noru | paste |
| kami | paper |
| hasami | scissors |
| tegami | a letter |
| 4. Kore wa kagami desu. | This is a mirror. |
| hikouki | an airplane |
| misairu | a missile |
| Kyoto | Kyoto |
| Tokyo | Tokyo |
| Karuiizawa | Karuiizawa |
| Nojiriko | Lake Nojiri |
| Hokkaido | Hokkaido |
| 5. Watanabe-san desu. | (This/it is) Mr./Mrs./Miss Watanabe. |
| Yamada | Yamada |
| Ota | Ota |
| Sumisu | Smith |
| Takahashi | Takahashi |
| Sato | Sato |

SECTION 5. USEFUL EXPRESSIONS

Telephone

| | |
|--|---|
| Denwa desu. | Telephone! |
| Móshimoshi, — — -sañ no otaku desu ka? | Hello! Is this — — 's residence? |
| Hái, sô desu. | Yes, it is. |
| Îé, chigaimásu. | No, it isn't (lit., it's different). |
| Watashi wa — — desu. | This is — — (lit., I am — —). |
| — — -sañ wa irasshaimásu ka? | Is — — in? |
| Hái. Chóotto mátte kudasái. | Yes. Wait a moment, please. |
| Îé, íma imasên. | No, he/she's not here now. |
| Omatase shimáshita. | (I'm sorry) I kept you waiting. |
| Watashi wa nihoñgo ga wakarimasên. | I don't understand Japanese. |
| Anáta wa êgo ga wakarimásu ka? | Do you understand English? |
| Sumimasên ga, mō ichido itte kudasái. | Pardon me, but please say (that) again. |
| Yukkúri hanáshite kudasái. | Please speak slowly. |
| Yōku wakarimasên. | I don't/didn't understand (very) well. |
| Wakarimáshita. | I understand/understood. |

SECTION 6. WRITING

Learn to recognize and write lengthened vowels and double consonants. Refer to Unit 6 (p. 39) for the rules of writing. Write the following words in hiragana:

| | | | | |
|----------------|-----------|------------|--------------|----------------|
| A. 1. señsē | 2. tokē | 3. êgo | 4. kirē | 5. sējika |
| 6. deñpō | 7. kyōkai | 8. hikōki | 9. señkyōshi | 10. sēyō-ryōri |
| B. 1. Hokkaidō | 2. rippa | 3. massugu | 4. kitte | 5. nesshiñ |
| 6. yukkuri | 7. kekkoñ | 8. chotto | 9. hakkiri | 10. kakko |

The student will do well to familiarize himself with Table 7, The Katakana Syllabary (p. 45) during the early stages of the Basic Lessons. The following exercises will be helpful in mastering katakana. Please refer to Unit 6, Section 3 (p. 40) for the rules of writing. Write the following words in katakana:

| | | | | |
|----------------|---------------|------------|------------|-----------------|
| C. 1. kokoa | 2. Iesu | 3. Suisu | 4. Aioa | 5. aisu |
| D. 1. Tai | 2. tekisuto | 3. nekutai | 4. naifu | 5. tenisu |
| E. 1. hañkachi | 2. misairu | 3. kamera | 4. Amerika | 5. kurasu |
| F. 1. papa | 2. puro | 3. banana | 4. pike | 5. bira |
| 6. reji | 7. gasoriñ | 8. Buraui | 9. Doitsu | 10. Igirisu |
| 11. kyabetsu | 12. Dorakyura | 13. jamu | 14. Joñsoñ | 15. shatsu |
| G. 1. sētā | 2. kōhī | 3. shīsō | 4. apāto | 5. aisu-kurīmu |
| 6. kōto | 7. ōtomīru | 8. tōsutā | 9. tēburu | 10. miruku-sēki |
| 11. roketto | 12. hamu-eggu | 13. matchi | 14. jetto | 15. sañdoitchi |

SOUND PATTERNS AND THE WRITING SYSTEM

UNIT 6

THE WRITING SYSTEM

PROBLEM: Because the Japanese writing system was devised under the influence of Chinese, a language which is phonetically quite different, the resulting orthography is perhaps one of the most complex in the world.

OBJECTIVE: To introduce the Japanese writing system.

SECTION 1. IN GENERAL

Japanese is written with *hiragana*, *katakana*, and *kanji*. The former two systems are referred to as *kana*, and represent two parallel syllabaries by means of which all the sounds of Japanese may be written. Each kana symbol represents a syllable --either a single vowel or a combination of consonant + vowel, with one additional symbol for the syllabic *n̄*. Thus, the three-syllable word *kodomo child* is written either in hiragana or in katakana. But the same word may also be written in kanji (Chinese characters) which have been adopted and assigned conventional "readings" in Japanese.

| | <i>hiragana</i> | <i>katakana</i> | <i>kanji</i> |
|---------------|-----------------|-----------------|--------------|
| <i>kodomo</i> | こども | コドモ | 子供 |

Normally Japanese is written without division (or space) between words or phrases, except for punctuation marks which correspond to the comma and period. However, in this text in the early lessons we have left a blank space between phrases to help the beginning student to learn to read. Gradually these divisions are reduced until the text is written in standard style.

SECTION 2. HIRAGANA

Hiragana has three important functions in the Japanese writing system: (1) Syntactic features peculiar to the Japanese language are carried by hiragana; e.g., verb, adjective, and copula inflections, relators such as the possessive particle in noun phrases, connectors such as *kéredomo however*, etc. (2) Certain words, by convention, are written in hiragana. Currently, the number of words which are recommended for writing in hiragana instead of kanji is increasing, making it difficult for the writers of language texts such as this to keep abreast of the times. (However, though the recommendations of the Ministry of Education concerning writing standards are the most authoritative source for "correct" writing style, nevertheless, much of the literature which the student of Japanese may have occasion to read may not conform to the latest changes in the writing system.) (3) The "Japanese" *kuñ* reading for a kanji is traditionally noted in dictionaries in hiragana (and the "Chinese" *oñ* reading is noted in katakana).

Hiragana is an almost completely phonetic writing system, but the student should be aware of the following formations adopted by convention:

(1) When the vowel sounds are lengthened, the expected hiragana are added in the case of the *a*, *i*, and *u* sounds; that is, あ, い, and う are added to the preceding hiragana, respectively. But *e* and *o* are usually lengthened by adding い and う, respectively (although some words require え and お, respectively). Lengthened え written by adding い (えい) is pronounced ē, and lengthened お written by adding う (おう) is pronounced ō.

| | | | |
|------------------|-------|--------|---------------|
| <i>Examples:</i> | おかあさん | okāsañ | mother |
| | おにいさん | onīsañ | older brother |
| | ふつう | futsū | usual |
| | がくせい | gakusē | student |
| | とうきょう | Tōkyō | Tokyo |

(2) When *any* consonant is doubled in Japanese, the first one of the pair is *always* written with a small *tsu* っ. In horizontal writing, the small *tsu* is written at the bottom of the space occupied by the regular size characters; and in vertical writing, at the right. For example: がっこう *gakkō school*; ざっし *zasshi magazine*. (For vertical writing style, see example on p. 46.)

(3) The object-marker particle *o* is written を. This *hiragana* is only used in this grammatical function; elsewhere the sound *o* is written お.

(4) The direction-marker particle *e* is written へ. Do not pronounce it *he* in this usage.

(5) The topic-marker particle *wa* is written は. Do not pronounce it *ha* in this usage.

(6) By convention today *ji* is written じ and *zu* is written ず except in a few exceptional words which will have to be learned specially.

SECTION 3. KATAKANA

Though it is possible to represent all the sounds of Japanese in writing using the katakana script, by convention katakana is reserved for the following usages only:

(1) Foreign loan-words: コーヒー *kōhī coffee*; パン *pān bread*.

(2) Foreign personal names: トマス *Tōmasu Thomas*.

(3) Foreign place names: アメリカ *Amerika America*.

(4) As a kind of italics; i.e., to draw attention to the word. The resident of Japan will be struck by the extensive use of katakana on billboards and in ads.

(5) In dictionaries, to give the *on* ("Chinese") reading of a kanji, hiragana being used to give the *kuñ* reading:

| | | |
|---------|---|--------------------------|
| (kanji) | 山 | サン (<i>on</i> reading) |
| | | やま (<i>kuñ</i> reading) |

(6) For onomatopoeic words (words which reflect actual sounds): ガタガタ *gatagata rattling*.

(7) For electronic media; e.g., telegrams, computer print-outs, telex, etc.

SECTION 4. KANJI

The first writing system known to the Japanese was that developed by the Chinese. Consequently, the Japanese adopted the Chinese writing system, assigned conventional readings to the kanji, and began to put their own language into writing. This process of accommodation of the Chinese writing system to the sounds and syntax of Japanese covered a period of two or three centuries until the oldest extant book in Japanese, the *Kojiki*, was written in 712 A.D. It was not until after the *Kojiki* was written that the kana systems were invented. But the development of kana or some equivalent native script was necessitated by the nature of the Japanese language--especially the inflected forms. In order to reproduce these and other elements of Japanese syntax, Japanese has developed a system of writing which mixes kanji and kana called kana-majiri. For example: 行く *iku goes*; 行った *itta went*.

Today, kanji still continue to be used in writing Japanese, and indeed these characters play an important role in the writing system. Since kanji are basically "image" symbols (in contrast to kana which are phonetic symbols), the Japanese find it easier and quicker to read sentences which have a generous scattering of kanji. Many nouns are compounds of two kanji, each with its own basic meaning, which combine to create a visual symbol. For example: 人 *hito person*; people + 口 *kuchi mouth(s)* = 人口 *jiñkō population*.

Kanji are written in various styles, but to get the proper "feel" for the shapes the beginner should practice writing in the style called *kaisho*. Each kanji is fitted into an imaginary square, the individual strokes proportioned so as to achieve "balance" while aesthetically filling the space inside the square. Sometimes a kanji is clearly composed of parts--top and bottom, left and right, etc. Certain kanji are used (in modified shapes) to form constituent parts (called "radicals") of other kanji. Thus, the kanji for man 人 occurs in modified form as the left-hand radical in 休み *yasumi rest* (a man beside a tree); and 木 *ki tree* becomes 林 *hayashi a grove*, or 森 *mori a forest*.

To write kanji correctly, the order of strokes must be carefully observed. Even when writing with pen or pencil, kanji are formed as if one were using the traditional brush. This accounts for the order and direction of strokes (lines) and also for certain shapes, hooks, and angles.

For a more complete introduction to kanji the student is referred to *Today's Japanese Kanji*, by Shigeko Imada, Shigeko Inagaki, Masayoshi Hirose, and Noah S. Brannen (Tokyo: Bonjinsha, 1987). This book contains all of the Jōyō Kanji ("Kanji in Common Use") made official on October 1, 1981, by the Ministry of Education, with a supplement of 166 Jinmeiyō Kanji ("Kanji for Personal Names"), making a total of 2111 kanji which are recommended for ordinary use in Japan today. The present course is keyed into this book by following the numbers assigned to kanji in *Today's Japanese Kanji*.

The number of strokes in each kanji as well as a graphic illustration of stroke order is another helpful feature of *Today's Japanese Kanji*. The basic rules governing stroke order are summarized as follows: (1) top to bottom, (2) left to right, (3) when two or more cross, horizontal strokes precede vertical ones, (4) center first, then left and right, (5) perpendicular line running through center written last, and (6) right-to-left diagonal stroke precedes left-to-right.

SECTION 5. PUNCTUATION AND OTHER MECHANICS

PUNCTUATION MARKS.

- (1) Kuten ○ Also called *maru* or *shiromaru*, this open circle functions as a "period" in Japanese writing. There are certain differences, however, between the *kuten* and the period: (a) it marks the end of a sentence, whether declarative or interrogative, though in some styles the interrogative mark ? is substituted. (b) it marks the end of a quotation, even though the sentence in which the quotation is embedded continues. Note: this punctuation mark is not used after headlines, titles, slogans, proverbs, etc., nor after the exclamation mark ! or the interrogative mark.
- 句点
く 点
- (2) Tōten 、 Also called *ten*, this mark serves as a "comma" in Japanese writing but differs somewhat in shape and also in use from the comma in English writing. Its usage is as follows: (a) to avoid ambiguity in the meaning; (b) between parallel expressions--words or phrases--which have equal roles in a sentence (i.e., paratactic constructions); (c) to reflect the presence of a pause; (d) to set off a sentence or paragraph introducer, or connector; e.g., *sore kara then*; *sono ue in addition*; *sore de with that*; *shikashi but*; *sate well*; *now*.
- 読点
ど 点
- (3) Nakaten ・ Also called *kuromaru* or *nakapotsu*. The round dot (which most closely resembles the period in English writing) is used as follows: (a) between the family name and given name of foreigners; (c) between the month and day, hour and minute, title and name. Note: this punctuation mark does not fall on the base line but is half-raised.
- な 中 点
- (4) Kákko () Parentheses of this type are alike both in form and function to parentheses used in English writing; i.e., they are used to enclose parenthetical information.
- か っ こ
- (5) Kagí 「 」 These marks are used (a) to mark a quotation, or (b) to place special emphasis on a word or phrase.
- か ぎ
- (6) Nijū-kagí 『 』 This is a particular form of quotation marks, used for a quotation within a quotation, the title of a book, etc.
- 二 重 か ぎ
- (7) Dásshu — Also called *nakasen*, this mark is used before a parenthetical remark or to show a time interval.
- ダ ッ シ ュ
- (8) Teñsen … As in English writing, a series of dots (not limited to three as in English, but always an odd number) indicates a deletion or time lapse.
- 点 線
て ん せん

REPETITION MARKS. There are three very useful marks used in Japanese writing to indicate reduplication, either of a kanji or a sound or a sequence of sound.

- (9) Dō no jiten ☆ This sign is used to indicate that the immediately preceding kanji is repeated. Note: This mark cannot be used for duplicating two or more kanji in sequence.
- 同 の 字 点
ど の じ 点

- (10) Hitotsúteñ > This sign means that the preceding kana is duplicated.
 一つ点 > If the consonant of the second syllable takes on voicing,
 ㇿ ㇾ two dots (dakuteñ) are added.
- (11) Ku no jíteñ / This sign is used only in vertical writing and means
 く の 字 点 / a sequence of two or more kana is repeated. As with
 じ ゅ hitotsúteñ, two dots are added to show voicing in the
 first syllable of the repeated word or phrase.

Note: The student will encounter these repetition marks in reading though it is currently recommended by the Ministry of Education that the hitotsúteñ and ku no jíteñ not be used.

HOW TO USE GENKŌYŌSHI (MANUSCRIPT PAPER).

- (1) Write the title on the first line.
- (2) Write your name on the second line.
- (3) Start your composition from the third or fourth line.
- (4) Leave one square open at the beginning of each paragraph.
- (5) Use one square per letter. The period, comma, quotation marks, question mark, exclamation mark are counted as one letter. The first three of these marks are written within the last square of a line if otherwise they would begin a new line.
- (6) In case of written dialogue, start on a new line when the speaker changes.

Note: For a sample of writing on manuscript paper, see p. 46.

TABLE 6. THE HIRAGANA SYLLABARY

A. UNMODIFIED KANA

| | | | | | | | | | | |
|-----------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|-------------------------------|-------------------------------|------------------------------|------------------------------|-----------------------------|
| ん ¹ _n | わ ¹ _{wa} | ら ¹ _{ra} | や ¹ _{ya} | ま ¹ _{ma} | ば ¹ _{ba} | な ¹ _{na} | た ¹ _{ta} | さ ¹ _{sa} | か ¹ _{ka} | あ ¹ _a |
| | り ² _{ri} | | み ² _{mi} | ひ ² _{hi} | に ² _{ni} | ち ² _{chi} | し ² _{shi} | き ² _{ki} | い ² _i | |
| | る ³ _{ru} | ゆ ³ _{yu} | む ³ _{mu} | ふ ³ _{fu} | ぬ ³ _{nu} | つ ³ _{tsu} | す ³ _{su} | く ³ _{ku} | う ³ _u | |
| | れ ⁴ _{re} | | め ⁴ _{me} | へ ⁴ _{he} | ね ⁴ _{ne} | て ⁴ _{te} | せ ⁴ _{se} | け ⁴ _{ke} | え ⁴ _e | |
| | を ⁵ _o | ろ ⁵ _{ro} | よ ⁵ _{yo} | も ⁵ _{mo} | ほ ⁵ _{ho} | の ⁵ _{no} | と ⁵ _{to} | そ ⁵ _{so} | ご ⁵ _{go} | お ⁵ _o |

B. KANA WITH DAKUTEN AND HANDAKUTEN

| | | | | |
|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|
| は ¹ _{pa} | ば ¹ _{ba} | だ ¹ _{da} | ざ ¹ _{za} | が ¹ _{ga} |
| ひ ² _{pi} | び ² _{bi} | ぢ ² _{ji} | じ ² _{gi} | ぎ ² _{gi} |
| ふ ³ _{pu} | ぶ ³ _{bu} | づ ³ _{zu} | ず ³ _{zu} | ぐ ³ _{gu} |
| ぺ ⁴ _{pe} | べ ⁴ _{be} | て ⁴ _{de} | ぜ ⁴ _{ze} | げ ⁴ _{ge} |
| ぽ ⁵ _{po} | ぼ ⁵ _{bo} | ど ⁵ _{do} | ぞ ⁵ _{zo} | ご ⁵ _{go} |

C. KANA COMBINATIONS FOR Y-FOLLOW-THROUGH SYLLABLES

| | | | | | | | | | | |
|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| ぴ ¹ | び ¹ | じ ¹ | ぎ ¹ | り ¹ | み ¹ | ひ ¹ | に ¹ | ち ¹ | し ¹ | き ¹ |
| や ² | や ² | や ² | や ² | や ² | や ² | や ² | や ² | や ² | や ² | や ² |
| pya | bya | ja | gya | rya | mya | hya | nya | cha | sha | kya |
| ぴ ³ | び ³ | じ ³ | ぎ ³ | り ³ | み ³ | ひ ³ | に ³ | ち ³ | し ³ | き ³ |
| ゆ ⁴ | ゆ ⁴ | ゆ ⁴ | ゆ ⁴ | ゆ ⁴ | ゆ ⁴ | ゆ ⁴ | ゆ ⁴ | ゆ ⁴ | ゆ ⁴ | ゆ ⁴ |
| pyu | byu | ju | gyu | ryu | myu | hyu | nyu | chu | shu | kyu |
| ぴ ⁵ | び ⁵ | じ ⁵ | ぎ ⁵ | り ⁵ | み ⁵ | ひ ⁵ | に ⁵ | ち ⁵ | し ⁵ | き ⁵ |
| よ ⁶ | よ ⁶ | よ ⁶ | よ ⁶ | よ ⁶ | よ ⁶ | よ ⁶ | よ ⁶ | よ ⁶ | よ ⁶ | よ ⁶ |
| pyo | byo | jo | gyo | ryo | myo | hyo | nyo | cho | sho | kyo |

TABLE 7. THE KATAKANA SYLLABARY

A. UNMODIFIED KANA

| | | | | | | | | | | |
|----|----|----|----|----|----|----|-----|-----|----|---|
| シ | フ | ラ | ヤ | マ | バ | サ | タ | サ | カ | ア |
| ri | fu | ra | ya | ma | ba | sa | ta | sa | ka | a |
| | | リ | | ミ | ヒ | ニ | チ | シ | キ | イ |
| | | ri | | mi | hi | ni | chi | shi | ki | i |
| | | ル | ユ | ム | フ | ヌ | ツ | ス | ク | ウ |
| | | ru | yu | mu | fu | nu | tsu | su | ku | u |
| | | レ | | メ | ヘ | ネ | テ | セ | ケ | エ |
| | | re | | me | he | ne | te | se | ke | e |
| | | ワ | ロ | ヨ | モ | ホ | ト | ゾ | コ | オ |
| | | wa | ro | yo | mo | ho | to | zo | ko | o |

B. KANA WITH DAKUTEN AND HANDAKUTEN

| | | | | |
|----|----|-----|----|----|
| パ | バ | ダ | ザ | ガ |
| pa | ba | da | za | ga |
| ピ | ビ | チ | ジ | キ |
| pe | be | chi | ji | ki |
| プ | ブ | ツ | ズ | グ |
| pu | bu | tsu | zu | gu |
| ペ | ベ | テ | セ | ゲ |
| pe | be | te | se | ge |
| ポ | ボ | ド | ゾ | ゴ |
| po | bo | do | zo | go |

C. KANA COMBINATIONS FOR Y-FOLLOW-THROUGH SYLLABLES

| | | | | | | | | | | |
|-----|-----|----|-----|-----|-----|-----|-----|-----|-----|-----|
| ピ | ビ | ジ | ギ | リ | ミ | ヒ | ニ | チ | シ | キ |
| pya | bya | ja | gya | rya | mya | hya | nya | cha | sha | kya |
| ピ | ビ | ジ | ギ | リ | ミ | ヒ | ニ | チ | シ | キ |
| pyu | byu | ju | gyu | ryu | myu | hyu | nyu | chu | shu | kyu |
| ピ | ビ | ジ | ギ | リ | ミ | ヒ | ニ | チ | シ | キ |
| pyo | byo | jo | gyo | ryo | myo | hyo | nyo | cho | sho | kyo |

EXAMPLES OF THE USE OF GEŌKŌYŌSHI

[illegible]

私のある一日

田中一郎

3月8日(日曜日)、私は、朝早くから教会へ行き、友人の佐々木さん(J・M・L・Iの先生)に、久しぶりに会いました。

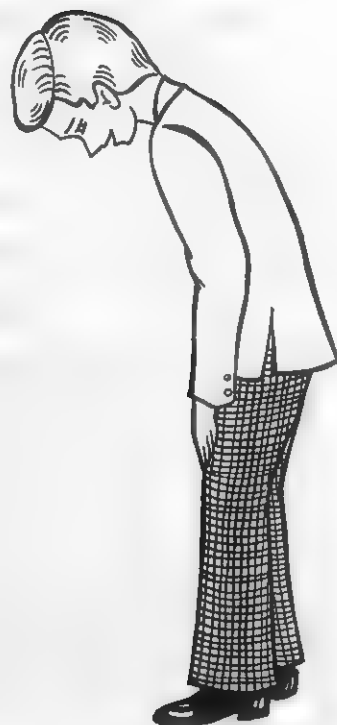
佐々木さんが、「聖書のある箇所に、『貧しき者は、幸いである。……』と、書いてありますが、どういう意味でしょうか。」と、牧師先生に、たずねました。そこで、みんな、この箇所について、話し合ってみました。

LESSON 1

INTRODUCTIONS



こんにちは



PROBLEM: Simple sentences in Japanese are single independent clauses. Clause structure must be mastered before the student can produce natural sentences.

OBJECTIVE: (1) To introduce the basic structure of copular clauses in the affirmative, negative, past, and interrogative forms.
(2) To call attention to intonation patterns.

SECTION 1. VOCABULARY

Drill

| | | |
|-----|----------|-----------------------------------|
| わたし | watashi | I |
| は | wa | particle, Subject or Topic marker |
| 日本人 | Nihonjīn | (a) Japanese (person) |
| ～人 | -jīn | suffix to indicate nationality |

| | | |
|-----------------|----------------|---|
| です | desu | <i>the copula</i> |
| ドイツ人 | Doitsuújin | (a) German (person) |
| アメリカ人 | Amerikájin | (an) American (person) |
| 先生 | señsē | teacher |
| 生徒 [*] | sēto | student (pupil) |
| 学生 | gakusē | student (usually university) |
| あなた | anáta | you |
| か | ka | <i>particle for interrogation</i> |
| こども | kodomo | child |
| おとな | otona | (an) adult |
| はい | hái | yes (<i>this word has many shades of meaning</i>) |
| そう | sō | thus; (just) so |
| いいえ | íe | no |
| では ありません | de wa arimasēn | <i>neg. form of the copula</i> |
| これ | kore | this (near speaker) |
| 本 | hón | book |
| ボールペン | bōru-peñ | ballpoint pen |
| えんぴつ | eñpitsu | pencil |
| まんねんひつ | mañnéñhitsu | fountain pen |
| かみ | kamí | paper |
| それ | sore | that |
| あれ | are | that (over there) |
| デパート | depáto | department store |
| じどうしゃ | jidōsha | automobile |
| がっこう | gakkō | school |
| やま | yamá | mountain |

*A small kana appearing above a kañji (or to the right in vertical writing) is called furigana. The student should learn to recognize these kañji but is not required to reproduce them.

| | | |
|-----|---------|------------------------------------|
| バス | básu | bus |
| も | mo | also (<i>particle: emphatic</i>) |
| でした | deshita | <i>past form of the copula</i> |
| 何 | nān | what? |

Dialogue

| | | |
|------|----------|-----------------------------------|
| やまもと | Yamamoto | Yamamoto (<i>personal name</i>) |
| スミス | Súmisu | Smith (<i>personal name</i>) |

Common Expressions

| | | |
|--------|--------------|--|
| こんにちは。 | Koñnichi wa. | Hello! (<i>a greeting used in the daytime</i>) |
|--------|--------------|--|

SECTION 2. KANJI STUDY

Kanji (characters) introduced in these lessons are selected from the list of "Kanji in Common Use" (Jōyō Kanji), a total of 1,945 characters prescribed by the Japanese Ministry of Education and adopted by law in 1981 as the characters most essential and useful for ordinary communication.

(1) In the kanji list of each lesson, numerals attached to the kanji designate the reference numbers used in *Today's Japanese Kanji*, by Shigeko Imada, Shigeko Inagaki, Masayoshi Hirose, and Noah S. Brannen (Tokyo: Bonjinsha, 1987). In this kanji reference book, the number of strokes for each character are indicated along with a handy guide to the stroke order.

(2) The new character is introduced followed by the context in which it appears in the text. The reading of the kanji in context is given in hiragana, with the part of the word represented by the new kanji underlined.

(3) Finally, an entry giving a basic reading of the new kanji is included. At the beginning the student may not find this last entry of any practical purpose, but gradually he will come to appreciate its importance. Practically all kanji have two basic readings: the Chinese (oñ) reading, and the native Japanese (kuñ) reading. In the kanji list the oñ reading is given in katakana and the kuñ reading is given in hiragana. The student will soon discover that while most kanji have only one kuñ reading, they have several oñ readings, depending on context. Also, because of the assimilation of sounds, a basic reading is altered in some contexts. For example, gaku (in *gakusē student*) is altered to *gak-* (in *gakkō school*); -hoñ (a classifier for long, cylindrical objects such as pencils—the same kanji as *hōn book*) has the following readings: *īppoñ one (pencil)*, *nīhoñ two (pencils)*, and *sāñboñ three (pencils)*. (See Lesson 5 for help on classifying kanji by radicals.)

1440

日

日本人

にほんじん

ニチ

1721

本

日本人

にほんじん

ホン

| | | | | |
|------|----|-----|-------|----|
| 977 | 人 | 日本人 | にほんじん | ジン |
| 1072 | 先生 | 先生 | せんせい | セン |
| 1013 | 生 | 先生 | せんせい | セイ |
| 194 | 学 | 学生 | がくせい | ガク |
| 115 | 何 | 何 | なん | なに |

SECTION 3. DRILL

Two types of drills are used in this lesson: Substitution Drill and Question-Answer Drill. In the Substitution Drill the tutor gives the first sentence of each drill exercise and the student repeats after him. When there is more than one student, the tutor has all students repeat in unison, then individually. After each student performs, the tutor repeats the sentence once more to reinforce correct performance before moving on to the next student. Finally, the tutor gives the substitution word (cue) and the student repeats the original sentence substituting the new word in the appropriate slot. For Question-Answer Drills follow the example given.

Substitution:

English Equivalents

1. わたしは 日本人です。

I am a Japanese.

Watashi wa Nihonjin desu. →

Cues: a) ドイツ人

a) I am a German.

b) アメリカ人

b) I am an American.

c) 先生

c) I am a teacher.

d) 生徒^と

d) I am a student.

e) 学生

e) I am a student.

2. あなたは 日本人ですか。

Are you a Japanese?

Anata wa Nihonjin desu ka? ↗

Cues: a) ドイツ人

a) Are you a German?

b) アメリカ人

b) Are you an American?

c) こども

c) Are you a child?

d) おとな

d) Are you an adult?

Question-Answer:

3. Answer the questions in Drill 2 in the affirmative.

Q: あなたは 日本人ですか。

Q: Are you a Japanese?

A: (a) はい、 そうです。

A: (a) Yes, (that's) so.

Hai, sō desu. →

(b) はい、 日本人です。

(b) Yes, (I'm) a Japanese.

Hai, Nihonjīn desu. →

Substitution:

4. わたしは 学生では ありません。

I am not a student.

Watashi wa gakusē de wa arimasēn. →

Cues: a) ドイツ人

a) I am not a German.

b) アメリカ人

b) I am not an American.

c) こども

c) I am not a child.

d) 先生

d) I am not a teacher.

Question-Answer:

5. Answer the questions in Drill 2 in the negative.

Q: あなたは 日本人ですか。

Q: Are you a Japanese?

A: (a) いいえ、 そうでは ありません。

A: (a) No, (that's) not so.

Iē, sō de wa arimasēn. →

(b) いいえ、 日本人では ありません。

(b) No, (I'm) not a Japanese.

Iē, Nihonjīn de wa arimasēn. →

Substitution:

6. これは 本です。

This is a book.

Kore wa hōn desu. →

Cues: a) ボールペン

a) This is a ballpoint pen.

b) えんぴつ

b) This is a pencil.

c) まんねんひつ

d) かみ

c) This is a fountain pen.

d) This is paper.

7. それは 本では ありません。

Sore wa hon de wa arimasen. ↘

Cues: a) かみ

b) えんぴつ

c) ボールペン

d) まんねんひつ

That is not a book.

a) That is not paper.

b) That is not a pencil.

c) That is not a ballpoint pen.

d) That is not a fountain pen.

8. あれは デパートですか。

Are wa depāto desu ka? ↗

Cues: a) じどうしゃ

b) がっこう

c) やま

d) バス

Is that (over there) a department store?

a) Is that (over there) an automobile?

b) Is that (over there) a school?

c) Is that (over there) a mountain?

d) Is that (over there) a bus?

9. それも デパートですか。

Sore mo depāto desu ka? ↗

Cues: a) じどうしゃ

b) がっこう

c) やま

d) バス

Is that also a department store?

a) Is that also an automobile?

b) Is that also a school?

c) Is that also a mountain?

d) Is that also a bus?

Question-Answer:

10. Change the sentences of Drill 6 into questions and answer them.

Q: これは 本ですか。

Q: Is this a book?

A: (a) はい、そうです。

Hai, sō desu. ↘

(b) はい、(それは)本です。

Hai, (sore wa) hōn desu. ↘

(c) いいえ、そうでは ありません。

Iē, sō de wa arimasēn. ↘(d) いいえ、(それは)本では
ありません。Iē, (sore wa) hōn de wa arimasēn. ↘

A: (a) Yes, (that's) so.

(b) Yes, (that's) a book.

(c) No, (that's) not so.

(d) No, (that's) not a book.

Substitution:

11. わたしは 先生でした。

Watashi wa sensei deshita. ↘

Cues: a) 生徒

b) 学生

c) こども

I was a teacher.

a) I was a student.

b) I was a student.

c) I was a child.

12. あなたは 先生でしたか。

Anata wa sensei deshita ka? ↗

Cues: a) 生徒

b) 学生

c) こども

Were you a teacher?

a) Were you a student?

b) Were you a student?

c) Were you a child?

Question-Answer:

13. Answer the questions in Drill 12 in the affirmative.

Q: あなたは 先生でしたか。

Q: Were you a teacher?

A: (a) はい、そうでした。

A: (a) Yes, (I) was.

Hai, sō deshita. ↘

(b) はい、先生でした。

(b) Yes, (I) was a teacher.

Hai, sensei deshita. ↘

Substitution:

14. わたしは 先生では ありませんでした。

I wasn't a teacher.

Watashi wa sensei de wa arimasen deshita. ↘

Cues: a) 生徒

a) I wasn't a student.

b) 学生

b) I wasn't a student.

c) おとな

c) I wasn't an adult.

Question-Answer:

15. Answer the questions in Drill 12 in the negative.

Q: あなたは 先生でしたか。

Q: Were you a teacher?

A: (a) いいえ、そうでは ありません
でした。

A: (a) No, (I) was not.

Ie, sou de wa arimasen deshita. ↘

(b) いいえ、先生では ありません
でした。(b) No, (I) was not a
teacher.

Ie, sensei de wa arimasen deshita. ↘

16. The tutor asks the student for the names of objects, using real objects or pictures.

Q: これは 何ですか。

Q: What is this?

Kore wa nan desu ka? ↗

A: それは 本です。

A: That is a book.

17. The student asks the tutor for the names of objects, using the above pattern.

SECTION 4. GRAMMAR

1.1. SIMPLE SENTENCES MADE FROM THE COPULAR CLAUSE BASE. This lesson introduces a basic, or kernel, pattern of Japanese sentences to which we give the label SIMPLE SENTENCE, COPULAR CLAUSE BASE. This means that such sentences are composed of a single clause (or a single predication) in which the predicate is made up of a noun plus the copula (N + desu).

1.1.1. COPULAR CLAUSE: BASIC PATTERN 1. In the example below of Basic Pattern 1 (kore wa hōn desu), the word hōn *book* by itself does not make a complete sentence (or predication), but hōn desu *it is a book* does.

| Subject | Predicate |
|-------------|-------------------|
| 【 hōn 】 | 【 desu 】 |
| | (It) is (a) book. |
| 【 kore wa 】 | 【 hōn 】 【 desu 】 |
| | This is (a) book. |

The minimal form is the predicate alone; e.g., hōn desu, but this may be expanded to include a subject (e.g., Kore wa hōn desu. *This is a book.* Sore wa hōn desu. *That is a book.* etc.). Remember: the copula (desu) is not the predicate; the combination of a noun (e.g., hōn) or noun phrase (as we will explain in a later lesson) and the copula makes up the predicate element of this basic pattern.

Unlike English, Japanese does not require a verb to make a complete sentence. The word desu of a copular clause is not a verb. Later we will introduce clauses in which the predicate slot is filled by a verb, but in another kind of clause the predicate slot is filled by an adjective. A literal translation of the basic sentence Hōn desu. would be *Book*. (There is no article "a" or "the" in Japanese.) But the nearest English equivalent to Hōn desu. is *It is a book*.

1.1.2. THE SUBJECT IN COPULAR CLAUSES. The first expansion of this simple sentence type is the inclusion of a subject in the basic clause (see pattern at 1.1.1.). This subject slot, like most slots in Japanese, has a marker--i.e., the particle *wa*--which follows the noun (or noun phrase) which serves as the subject of the clause. Thus Hōn desu. is expanded to Kore wa hōn desu. *This is a book.*, in which kore wa is the subject (a noun with the subject-marker particle wa).

Certain nouns (or what we will call classes of nouns)--namely, Copular Nouns (introduced in Lesson 2)--do not fill the subject slot of copular clauses, though they do occur with desu to make up the predicate (e.g., Watashi wa gēnki desu. *I'm well/healthy.*, where gēnki is a copular noun meaning *well* or *healthy*). Another class of nouns (interrogative nouns equivalent to English words like *which?*, *what?*, etc.) never occur before the subject-marker particle *wa* in this pattern. Interrogative nouns will receive special treatment below.

Whereas in English one rarely speaks a sentence without stating the subject, the subject is often omitted in Japanese, particularly if it is obvious, or if either the speaker or the one spoken to is the subject. This feature of Japanese gives an air of ambiguity to the language, especially for the beginner. But Japanese is not as ambiguous as it seems at first; there are other signals in the context which clear up the ambiguity, and the student will learn to recognize these as he acquires skill in the language.

1.1.3. NEGATIVE COPULAR CLAUSE. The diagram below describes the way in which a simple affirmative copular clause is made negative; i.e., the copula desu is changed to de wa arimasēn. A variant of the negative copula is ja arimasēn.

*Subject**Predicate*

【 hón 】 [{ de wa }
ja } arimasén] (It) is not (a) book.

【 kore wa 】 【 hón 】 [{ de wa }
ja } arimasén] This is not (a) book.

Some speakers (native of Tokyo) never use the contracted form *ja* with *arimasén* (*is not*, polite), but only with *nái* (*is not*, plain).

1.1.4. COPULAR CLAUSE, PAST. To make a copular clause past the indicative copula *desu* is substituted by the past inflection of the copula, *deshita*:

*Subject**Predicate*

【 hón 】 [deshita] (It) was (a) book.

【 kore wa 】 【 hón 】 [deshita] This was (a) book.

1.1.5. INFLECTED WORDS. There are two major classes of words in Japanese: inflected and non-inflected. As the student would expect from his familiarity with other languages, verbs in Japanese are inflected. But, as the drills of Lesson 1 show, the copula is also inflected.*

To inflect a word means to change the tense, aspect, or mood of a word by changing the shape of the word itself. In Japanese this is done by attaching a *suffix* to the basic stem. Thus:

| <i>Stem</i> | <i>Indicative</i> (Present Tense) | <i>Past</i> |
|-------------|--------------------------------------|-------------|
| des- | -u | ⇒ desu |
| deshi- | | ⇒ deshita |

1.1.6. NEGATIVE PAST COPULAR CLAUSE. To change a basic copular clause to negative past (equivalent to changing English *It is a book.* to *It was not a book.*) first make the clause negative, then add the past form of the copula: hón desu ⇒ hón de wa arimasén ⇒ hón de wa arimasén deshita.

*It will be noted that the *stem itself* changes when it is combined with the past suffix. This is quite common in languages, and in Japanese, though some word stems remain unchanged, many words have two or more shapes for the stem. The change in the stem is due to what is called *assimilation*; i.e., the stem accommodates itself to the sound of the suffix. In the case of the past form of the copula, the fact that the suffix begins with a consonant requires that the stem end in a vowel, because Japanese is a CV.CV-type language. (Recall that, excepting the syllabic nasal *n̄* and cases of double consonants, every syllable of Japanese consists of a consonant and a vowel, in this order, or a single vowel, and no syllable ends in a consonant.) Thus **desta* is not a likely combination since the consonant *s* would be followed immediately by another consonant *t*, instead of a vowel, which is normal. (In this text an asterisk *before* a word indicates that this is not a real [or correct] form.) For this reason, a vowel *i* is inserted, giving **desita*, and the consonant *s* is changed to *sh* to "accommodate" the vowel. The result is *deshita*, the past form of the copula. (cf. Lesson 5, Section 4, 5.1.2).

Subject

Predicate

【 [hón] [$\left\{ \begin{smallmatrix} \text{de wa} \\ \text{ja} \end{smallmatrix} \right\}$ arimasén deshita] 】 (It) was not (a) book.

【 kore wa 】 【 [hón] [$\left\{ \begin{smallmatrix} \text{de wa} \\ \text{ja} \end{smallmatrix} \right\}$ arimasén deshita] 】 This was not (a) book.

1.2. INTERROGATIVE SENTENCES. Making questions is easier in Japanese than in English because it is not necessary to change the order of the words or elements of the basic sentence (cf. *It is a book. Is it a book?*). In Japanese a question can be made from a statement simply by adding the interrogative particle *ka*: *Hón desu. It is a book. Hón desu ka? Is it a book?*

Changing a statement into a question is a process which takes place on the sentence level, not clause level. This statement may sound unnecessarily confusing, but it is necessary to make this distinction because a clause is the *raw material* from which a sentence is made, whereas a sentence is the utterance itself (written or spoken), with words, accents, pauses, intonation, etc.

There are three important rules used in forming interrogative sentences:

- (a) Add the interrogative particle *ka* at the end of the sentence;
- (b) Give the utterance a rising intonation ↗;
- (c) If an interrogative word such as *dóre which* is used as subject, change the subject-marker particle to *ga* (e.g., *Dóre ga anáta no hón desu ka? Which is your book?*--see Lesson 2).

1.3. DEICTICS. There are several series of words in Japanese which are roughly equivalent to English demonstrative pronouns (*this, that, etc.*).

| | Near the Speaker | Near the Addressee | Distant ("Known" to both Speaker and Addressee) | Interrogative |
|---|--------------------------|--------------------------|---|---------------------------|
| Deictic Particle (demonstrative; attributive) | kono <i>this</i> | sono <i>that</i> | ano <i>that</i> | dóno <i>which?</i> |
| Noun (independent) | kore <i>this</i> | sore <i>that</i> | are <i>that</i> | dóre <i>which?</i> |
| Adverb (locative) | koko <i>here</i> | soko <i>there</i> | asoko <i>there</i> | dóko <i>where?</i> |
| Adverb (manner) | kō <i>in this manner</i> | sō <i>in that manner</i> | ā <i>in that manner</i> | dō <i>in what manner?</i> |

There are three features of these series which should be noticed:

- (1) Each series has the same characteristic initial sounds.

(2) *Kore this* refers to something near at hand, i.e., near the speaker. *Sore that* refers to something nearer the addressee than the speaker. *Are that* refers to something distant from the point of view of both speaker and addressee (cf. "that yonder" in certain American dialects). This gradation in the not-near-the-speaker category is not found in English (though it is possible to distinguish between "that" and "that over there," or "there" versus "yonder"). It appears impossible to define the line between *sore that* and *are that over there*, but the following hypothetical situation may help to clarify the distinction somewhat:

Two people are seated in a room, talking. There is a book on a table beside the chair in which speaker A is seated. Through the window a mountain can be seen in the distance. In this situation, speaker A would refer to the book as *kore this*, but speaker B would refer to it as *sore that*. Both speaker A and speaker B would refer to the mountain as *are that over there*.



The series *ano*, *are*, *asoko* has another important use which appears to be directly opposite to the use which we have explained thus far; i.e., these words can be used to indicate things or events which are familiar to both parties in a conversation (but not immediately at hand). For example, speaker A might say to speaker B, *Are wa Tanaka-san dēshita. That was Mr. Tanaka.*, meaning *That fellow who was just here . . .* (This use of words to point to "known" or "shared information" belongs to a phenomenon of language which Charles Fillmore calls *deixis*.)

(3) The Noun series (*kore*, *sore*, *are*, *dōre*) is not used immediately preceding a noun. To say *this book* in Japanese, the Deictic Particle series, *kono*, *sono*, *ano*, *dōno*, is used; thus: *kono hōn this book*, etc.

1.4. INTONATION PATTERNS. Intonation is characteristic of all speech. In fact, we cannot speak without intonation. Intonation is the means by which an individual speaker is able to insert his own attitude, feeling, intention, reaction, and so forth, into the language system of his culture.

This does not mean, however, that intonation patterns are created by each speaker to suit his own fancy, irrespective of other speakers of the same language. If this were so, intonation would be unintelligible and useless as a means of verbal communication. Intonation patterns, like the sounds of a language, are established by the culture group as a whole.

Thus it is that certain patterns which we will call PRIMARY INTONATION PATTERNS become associated with a spoken language and become an integral part of it. There is an intonation to show that the speaker is through speaking, or not through; that he is asking a question; or that he is surprised, relieved, sympathetic, and so forth. The language cannot be spoken properly without the use of these intonation patterns. Nor is it possible to speak a language properly by superimposing intonation patterns brought over from another language and culture.

In the drills of this lesson, we have marked the intonation contours by conventional symbols. There are four distinctive voice levels relating to intonation: low (1), mid (2), high (3), and extra-high (4). These levels are all relative; i.e., each speaker will use his own set of four distinctive voice levels for intonation, so that these levels do not match, for example, notes on the piano.

Primary intonation patterns of Japanese are of the following four types:

- (a) ↘ *Falling*. From level 3 to level 1, marking the end of a sentence.

- (b) ↗ *Rising*. To level 3, indicating that the sentence is a question or emphatic. (Note: Under certain conditions a question sentence may have falling intonation, as in the Dialogue of this lesson.)
- (c) → *Non-terminal*. Contour ending at level 2, indicating that the statement is not finished.
- (d) ↓ ↑ *Exclamatory*. Either falling sharply to level 1, or rising to level 4, with a great contrast of tone level, indicating excitement, anger, intense concern, fear.

Falling intonation (↘) does not differ essentially from the equivalent pattern in English. Note, in this lesson, how word-accent affects the shape of the intonation contour on the end of a sentence.

Rising intonation (↗), as in questions, at the end of a sentence in Japanese is different from the rising intonation pattern of English. Whereas in English the speaker begins to raise the pitch gradually over several words toward the end of the sentence, in Japanese the usual pattern is to raise the pitch only on the final *ka*:

Hōn desu ka? ↗ Is it a book?

Non-terminal intonation (→). In the Controlled Dialogue of this lesson, the greeting

Koñnichi wa. → Hello!

illustrates the non-terminal type of intonation. Such an intonation indicates to the addressee that the speaker has not brought his speech to a conclusion (though he may actually break off his speech at this point). Though the above example is exceptional, since it represents a greeting which means *As for today . . .*, it is easy to imagine that such a greeting originated in a complete sentence (a comment on the weather?), the latter part of which has dropped out in current usage, leaving *Koñnichi wa. Hello!*

Exclamatory intonation (↓↑) in Japanese has certain distinctive characteristics not found in English, but we reserve treatment of this pattern until later.

SECTION 5. DIALOGUE

The Dialogues of the first few lessons are for memorization. They should be previewed by the tutor on the day before they are to be used so the student will have the advantage of hearing them correctly produced before he begins to memorize them. In class the student will be called on to participate in the dialogue with the tutor or with another student.

The dialogue should be controlled, but this does not mean that there can be no variation. The control is placed on the patterns and vocabulary to be employed in the dialogue. The student should be permitted to "try his wings," but he should not be allowed to use patterns not yet introduced, nor should he be content to use only patterns of previous lessons at the expense of failing to concentrate on the patterns under study.

Today, Japanese is written both in the traditional manner, i.e., in vertical lines from top to bottom (beginning at the right), as well as in the "western" manner, i.e., in horizontal lines from left to right. To help the student to become familiar with both forms we present all the Dialogues in horizontal lines and most Readings in vertical lines. Punctuation conventions (such as the comma) and arabic numerals (as well as direct quotations from languages using romanized alphabets) are more readily accommodated by the horizontal style of writing.

SECTION 5. DIALOGUE

やまもと： こんにちは。

スミス： こんにちは。

やまもと： あなたは 学生ですか。

スミス： いいえ、 学生では ありません。 あなたは？

やまもと： わたしは 学生です。 あなたは 先生ですか。

スミス： はい、 そうです。 あなたは 日本人ですか。

やまもと： はい、 日本人です。 あなたは ドイツ人ですか。

スミス： いいえ、 ドイツ人では ありません。 アメリカ人です。

やまもと： そうですか。

Yamamoto: Konnichi wa. →

Smith: Konnichi wa. →

Yamamoto: Anāta wa gakusē desu ka? ↗

Smith: Īe, gakusē de wa arimasēn. ↘ Anāta wa? ↗

Yamamoto: Watashi wa gakusē desu. ↘ Anāta wa sense desu ka? ↗

Smith: Hai, sō desu. ↘ Anāta wa Nihonjin desu ka? ↗

Yamamoto: Hai, Nihonjin desu. ↘ Anāta wa Doitsujin desu ka? ↗

Smith: Īe, Doitsujin de wa arimasēn. ↘ Amerikajin desu. ↘

Yamamoto: Sō desu ka. ↘

English Equivalents

Yamamoto: Hello.

Smith: Hello.

Yamamoto: Are you a student?

Smith: No, I'm not a student. (Are) you?

Yamamoto: I am a student. Are you a teacher?

Smith: Yes, I am (*lit.*, it is so). Are you a Japanese?

Yamamoto: Yes, (I am) a Japanese. Are you a German?

Smith: No, (I'm) not a German. (I'm) an American.

Yamamoto: Is that so?

SECTION 6. READING

- 15 あれも えんぴつですか。
いいえ、あれは まんねんひつです。
- 10 これは 本です。
それは 本では ありません。
- 5 「あなたは アメリカ人ですか。」
「いいえ、ドイツ人です。あなたは
日本人ですか。」
「はい、そうです。」
- わたしは 日本人です。
アメリカ人では ありません。
わたしは 学生です。
先生では ありません。

SECTION 7. EXERCISES

Fill in the blanks:

- わたし _____ 日本人 _____。
- あなた _____ アメリカ人 _____。
- それ _____ がっこう _____ ありません。
- これ _____ 何 _____。
- わたし _____ ドイツ人では _____。

Change the following sentences to the form indicated in parentheses:

- わたしは 先生です。 (Negative)
- あなたは 日本人です。 (Question)
- あれは デパートです。 (Negative)
- あなたは 学生です。 (Past)
- わたしは こどもでした。 (Negative)

Express in Japanese:

11. I am a student.
12. That is a book.
13. This is not a fountain pen.
14. Were you a teacher?

Add accent marks to all the above.



SECTION 8. VOCABULARY ENRICHMENT

Nan desu ka?

Q. しごとは 何ですか。 What is your occupation?

仕事 しごと occupation

A. (わたしは) べんごし です。 I am a lawyer.

エンジニア えんじにあ engineer

会社員 かいしゃいん company employee

外交官 がいこうかん diplomat

教師 きょうし teacher

公務員 こうむいん government employee

主婦 しゅふ housewife

新聞記者 しんぶんきしゃ news reporter

留学生 りゅうがくせい overseas' student

Q. ちょっと すみません。 Excuse me.

A. 何ですか。 What is it you want?

Q. えきは どちらですか。 I'm looking for the station.

Q. 何ですか。 What is that?

A. 私が セーターを あみました。見て下さい。 I knitted a sweater. Take a look.

Q. 何ですか。 What is that called in Japanese?

A. これは かけじくですよ。 This is a kakejiku (scroll).

Q. 何ですか。 What's the matter?

A. きのうから 頭がいたいのですが。 I've had a headache since yesterday.

Q. コンサートは いつですか。 When is the concert?

A. 何ですか。 What?

Q. (大きい声で) コンサートは (Louder) I said, "When is the concert?

いつ でした かしら。

Q. 何ですか。 What do you want?

A. コーヒーまめが ほしいんですが。 I'd like some coffee beans.

SECTION 9. SELF TEST

This section is provided to assist students in individual study. Complete the test after you have finished the lesson, then check your answers with the Answer Key, Appendix 4.

I. Write kanji on the line, hiragana or katakana in parentheses.

1. わたしは _____ です。
がくせい
2. それは _____ です。
ほん
3. あなたは _____ ですか。
にほんじん
4. あれは (bus) _____ ですか。

II. Fill in the blanks.

1. これは ボールペン _____ ありません。 まんねんひつ _____。
2. こんにちは _____。
3. A: あなたは 先生 _____ た か。
B: いいえ、先生 _____ 。
4. スミスさんは アメリカ人 _____ か。
5. それ _____ 何 _____ 。

III. Change the following sentences to the form indicated in parentheses:

1. あれは 学校^{こう}です。 (Negative)
2. あなたは 生徒^{せいと}です。 (Question)
3. あなたは こどもです。 (Past)
4. わたしは おとなです。 (Negative Past)

IV. Express in Japanese.

1. A: Are you an American? _____
B: No, I'm German. _____
2. A: Are you a teacher? _____
B: No, I'm a student. _____

LESSON 2

YOU AND ME

PROBLEM: One class of nouns in Japanese functions much like the adjective in English; e.g., as *kind* in *he is kind*; *the kind man*.

OBJECTIVE: (1) To introduce copular nouns.
(2) To introduce levels of politeness in asking personal questions.

SECTION 1. VOCABULARY

Drill

| | | |
|------------|--|---|
| 元気 (な/に) * | gēnki (na/ni) | well; healthy (-ly) |
| だいじょうぶ (な) | daijōbu (na) | all right; fine; O.K. |
| ひま (な) | hima (na) | free; free time; leisure |
| きょう (な/に) | kīyō (na/ni) | skillful; dexterous (-ly) |
| 病気 | byōki | sick (<i>note that byōki is not a copular noun</i>) |
| スマート (な/に) | sumāto (na/ni) | slender; stylish (e.g., stylish in dress) |
| けち (な) | kéchi (na) | stingy; miserly |
| ねっしん (な/に) | nesshīn (na/ni); nésshīn (na/ni) ** | enthusiastic; earnest (-ly) |
| きれい (な/に) | kīrē (na/ni) | pretty; nice looking |
| その | sono | that (near the person addressed) |
| 人 | hito; -- hitō *** | person |
| おいしゃさん | o-isha-saṅ | (a) doctor; physician (o- is an honorific noun prefix; -saṅ is an honorific suffix) |
| かんどふさん | kaṅgōfu-saṅ | (a) nurse |

*Copular Nouns take *na* in the pre-noun attributive slot (e.g., *shīnsetsu na hito* a kind person) and *ni* when used adverbially (e.g., *shīnsetsu ni kindly*). The "(-ly)" entry in the English column indicates that the word may be used adverbially.

**Some words can be accented in more than one way. Usually it makes no difference but in some cases the function requires a change of accent (see Sound Patterns, Unit 5, Section 2, p. 35).

***Some nouns change their accent when modified.

| | | |
|-----------|-------------------|--|
| この | kono | this (near the speaker) |
| 方 | katá | person (<i>Polite</i>) |
| しんせつ(な/に) | shínsetsu (na/ni) | kind (-ly) |
| へや | heyá | (a) room |
| 便利(な) | bénri (na) | convenient; useful; suitable |
| 不便(な) | fúbeñ (na) | inconvenient; unsuitable |
| しずか(な/に) | shízuka (na/ni) | quiet (-ly) |
| だめ(な) | damé (na) | not good; no good |
| まっくら(な) | makkúra (na) | pitch dark |
| あの | ano | that (over there [distant from both the speaker and the person addressed]) |
| だれ | dáre | who? |
| 山本 | Yamamoto | Yamamoto (<i>personal name</i>) |
| ～さん | — — —sañ | Mr./Mrs./Miss (<i>noun suffix used principally with names</i>) (<i>Hon.</i>) |
| どなた | dónata | who? (<i>Polite</i>) |
| どの | dóno | which/what? |
| が | ga | particle, Subject marker |
| Dialogue | | |
| お～ | o- | <i>Honorific noun prefix</i> (e.g., o-géñki) |
| あ | a | <i>an exclamation</i> |
| ね | ne | <i>sentence-final particle: not emphatic; tag question</i> |
| ええ | é | <i>yes (indicates affirmation or consent)</i> |
| ところで | tokoróde | <i>by the way; however (sentence connector)</i> |
| よ | yo | <i>sentence-final particle: emphatic</i> |
| ああ | á | <i>an interjection</i> |
| ホワイト | Howáito | White (<i>personal name</i>) |
| もう | mō | already |

SECTION 2. KANJI STUDY

| | | | | |
|------|---|----|--------------|-----|
| 487 | 元 | 元気 | <u>げん</u> き | ゲン |
| 266 | 気 | 元気 | <u>げん</u> き | キ |
| 1572 | 病 | 病気 | <u>びょう</u> き | ビョウ |
| 1669 | 方 | 方 | <u>かた</u> | かた |
| 1655 | 便 | 便利 | <u>べん</u> り | ベン |
| 1856 | 利 | 便利 | <u>べん</u> り | リ |
| 1586 | 不 | 不便 | <u>ふ</u> べん | フ |
| 667 | 山 | 山本 | <u>やま</u> もと | やま |

New Readings

| | | | | | | | | | |
|------|----|----|-------------|-----|-----|----|-----|---------------|-----|
| 1721 | 本: | 本 | <u>ほん</u> | (1) | 977 | 人: | 日本人 | に <u>ほんじん</u> | (1) |
| | | 山本 | <u>やまもと</u> | | | | 人 | <u>ひと</u> | |

SECTION 3. DRILL

Follow the instructions for performances of Substitution and Question-Answer Drills given in Lesson 1.

Substitution:

1. わたしは 元気です。

Cues: a) だいじょうぶ

b) ひま

c) きょう

d) 病気 *

English Equivalents

I am well/healthy.

a) I am all right.

b) I am free. / I have free time.

c) I am dexterous/skillful.

d) I am sick.

*Byōki is not a Copular Noun; i.e., it takes no instead of na in the pre-noun attributive slot (e.g., byōki no hito a sick person).

2. わたしは スマートでは ありません。 I'm not stylish/slender.

- Cues: a) けち a) I'm not stingy.
 b) ねっしん b) I'm not earnest.
 c) きれい c) I'm not pretty.
 d) 病気 d) I'm not sick.

3. あなたは ひまですか。 Are you free? / Do you have free time?

- Cues: a) きょう a) Are you skillful/dexterous?
 b) 病気 b) Are you sick?
 c) 元気 c) Are you well/healthy?

Question-Answer:

4. Answer the questions in Drill 3.

Q: あなたは ひまですか。

Q: Are you free?

A: (a) はい、 ひまです。

A: (a) Yes, (I'm) free.

(b) いいえ、 ひまでは ありません。 (b) No, (I'm) not free.

Substitution:

5. その人は 生徒です。

That person (or he/she) is a student.

- Cues: a) 学生 a) That person is a student.
 b) おいしゃさん b) That person is a doctor.
 c) かんごふさん c) That person is a nurse.
 d) 先生 d) That person is a teacher.

6. この方は ドイツ人です。

This person (*Polite*) (or he/she) is a German.

- Cues: a) 日本人 a) This person is a Japanese.
 b) おとな b) This person is an adult.
 c) 先生 c) This person is a teacher.
 d) アメリカ人 d) This person is an American.

7. その人は しんせつでした。

That person (or he/she) was kind.

Cues: a) きょう

a) That person was skillful/dexterous.

b) 病気

b) That person was sick.

c) きれい

c) That person was pretty.

d) ねっしん

d) That person was earnest.

8. この へやは 便利です。

This room is convenient.

Cues: a) 不便

a) This room is inconvenient.

b) しずか

b) This room is quiet.

c) だめ

c) This room is no good.

d) まっくら

d) This room is pitch dark.

Question-Answer:

9. (a) Q: あの人は だれですか。

(a) Q: Who is that person (or he/she)?

A: あの人は (山本)さんです。

A: He/she is Mr./Mrs./Miss (Yamamoto).

(b) Q: あの方は どなたですか。

(b) Q: Who is that person (Polite)?

A: あの方は (スミス)さんです。

A: That person is Mr./Mrs./Miss (Smith).

10. Q: どの方が 山本さんですか。

Q: Which person (or who) is Mr./Mrs./Miss Yamamoto?

A: (a) この方が 山本さんです。

A: (a) This person (or he/she) is Mr./Mrs./Miss Yamamoto.

(b) この方が そうです。

(b) This person is.

(c) この方です。

(c) This person.

SECTION 4. GRAMMAR

2.1. NOUNS. Nouns are generally considered to be noninflected words in Japanese, and this is true for most nouns. However, there are classes of nouns which take affixes--suffixes, prefixes, or both. Noun affixes are treated in a later section, but it should be noted here that Japanese nouns are not inflected for gender (there are no feminine and masculine nouns) or number, the only exceptions being pronouns, nouns designating people (e.g., *kodomō-tachi children*), and a limited class of nouns which take reduplication (e.g., *yamā-yama mountains* or *every mountain*). There are no case suffixes, but nouns are marked for "case" or function or role in the sentence by particles in postposition (as *wa* marks the subject in *Kore wa hōn desu. This is a book.*). Noun classes include: (1) ordinary nouns--*hōn book*; (2) honorific nouns--*o-isha-san doctor*; (3) interrogative nouns--*dāre/dōnata who?*; (4) pronouns--*watashi I, anāta you, kore this, sore that*; and (5) copular nouns--*gēnki well/healthy*. Other classes or subclasses will be treated in a later section.

2.1.1. COPULAR NOUNS. The noun *gēnki well/healthy* represents the class of copular nouns. Nouns of this class are usually translated by words belonging to the adjective class in English: *bēnri handy/convenient; fūbeñ inconvenient; shizuka quiet; shīnsetsu kind*. But these nouns are distinguished from adjectives in Japanese because adjectives take inflectional suffixes and these do not.

Copular nouns have certain characteristics in common which distinguish them from ordinary nouns:

(1) When they occur in the pre-noun attributive slot (when they modify another noun) they take *na*, the attributive form of the copula; e.g., *gēnki na hitō (a) healthy person; bēnri na hōn (a) handy/useful book*. Ordinary nouns and pronouns take *no* in this usage: *byōki no hitō (a) sick person; watashi no hōn my book*.

(2) They are used as "adverbs of manner," taking the Manner particle *ni*: *shizuka ni quietly; shīnsetsu ni kindly*.

(3) Most of them are not followed by the particle *wa*.

2.1.2. PRONOUNS. Pronouns, in Japanese, do not have nominative and objective cases as in English; i.e., *I, me; he, him; she, her*. Neither is there a possessive form such as we find in English *his book*. Pronouns, in Japanese, behave very much like nouns (e.g., *gakkō no hōn [a] school book; watashi no hōn my book*).

(1) *Demonstrative Pronouns.* The equivalent to what has traditionally been called "demonstrative pronoun" in English is the series *kore, sore, are, and dōre*, which we have identified as DEICTIC NOUNS (see 1.3.). The plural suffix for these nouns (or pronouns) is *-ra*: *kore this, korēra these; sore that, sorēra those; are that, arēra those*.

(2) *Personal Pronouns.* Since Japanese personal pronouns have no nominative and objective case distinction (such as *I/me, he/him*, etc.), and since they function in slots filled by nouns, they are considered to constitute a class of nouns which take plural suffixes. The suffixes for personal pronouns are shown as follows: *watashi I, watashitachi we; anāta you, anatagata you (plural); kare he, kārera they*. (Other forms such as *watakushidōmo we* and the masculine *bōkura we* occur.)

Japanese has an abundance of pronouns (20 to 30, depending on how many dialectal forms are admitted), allowing for various shades of meaning, including masculine, feminine, young, old, vulgar, neutral, polite, honorific, formal, literary, etc. This abundance itself attests to the peripheral status of personal pronouns in the

grammar. Actually the speaker avoids using pronouns unless they are essential to clear up ambiguity.. Special verb forms and honorific nouns are used to carry the meaning of second and third person, and humble expressions indicate the speaker.

2.2. INTERROGATIVES. The interrogatives *dóno which*, *dóre which*, and *dóko where* were listed at 1.3. Lesson 2 introduces two forms of the interrogative used to indicate people: *dáre who* (plain), and *dónata who* (polite). Note the characteristic *d-* at the beginning of such words.

Use of an interrogative word in the subject slot alters slightly the basic pattern for interrogative copular clauses, as follows:

| Subject | Predicate |
|-----------------------------|------------------------------|
| (a) 【 kono katá wa 】 | 【 Yamamoto-saṅ désu 】 |
| (b) 【 dóno kata ga 】 | 【 Yamamoto-saṅ désu 】 |
| (c) 【 dönata ga 】 | 【 Yamamoto-saṅ désu 】 |

When the subject slot includes an interrogative word (such as the deictic particle *dóno* or the interrogative noun *dónata*) the slot is marked with the particle *ga* instead of the usual marker *wa*. In the answer to (2) and (3) in which the subject includes an interrogative word, the marker *ga* is retained:

| | |
|--|-------------------------------|
| Q: <i>Dóno kata ga Yamamoto-saṅ désu ka?</i> | Which person is Mr. Yamamoto? |
| A: <i>Kono katá ga Yamamoto-saṅ désu.</i> | This person is Mr. Yamamoto. |

Thus, when an interrogative is used in the subject slot of a copular clause it serves to *focus* the subject; i.e., to make it the important part of the sentence. For focus on the subject in copular clause constructions, the particle *ga* (instead of *wa*) is used. (Note that the interrogatives *dáre/dónata* are *never* used as relative pronouns as English *who* is used in expressions such as *the man who came to dinner.*)

2.3. DEICTIC PARTICLES (see also 1.3.). There is a small class of deictic particles (sometimes called "determiners" or "demonstratives") which is limited in distribution to a modifying slot before a noun; e.g., *kono hón this book*; *ano heyá that room*. These words can never be used (as nouns) in such slots as subject or object; i.e., they cannot be followed by "case-marker particles" *wa, ga, o*, etc. The entire list of deictic particles is given below:

DEICTIC PARTICLES

| | | | |
|-------------|-------------------------|--------------|------------------------------|
| kono | this | koṇna | this kind |
| sono | that (<i>near</i>) | soṇna | that kind (<i>near</i>) |
| ano | that (<i>distant</i>) | aṇna | that kind (<i>distant</i>) |
| dóno | which? | dóṇna | which kind? |

áru a certain

If one wishes to use "this" as subject (e.g., *This is a book*) he uses *kore* (*Kore wa hón desu This is a book.*), but "this book" is *kono hón*.

2.4. LEVELS OF POLITENESS. Though the Japanese language is changing, as all languages do, there remain a number of polite forms and expressions which have no formal correspondents in English. And there are several levels of politeness! Of course one can be polite in English, but the linguistic structure for politeness in Japanese is quite a different system.

The treatment of "honorifics" is reserved for Lesson 31, but certain features, relative to politeness, are illustrated in the drills and conversation of the present lesson:

(1) The head sentence of each drill is given in Polite Style (called, by some, the "masu-desu style"). This style will be followed throughout the basic course, because it is a style of speech especially important to the non-native speaker, since it is used in ordinary, non-intimate, somewhat formal communication.

Characteristic of the Polite Style is the nature of the predicate: for copular and adjectival clauses, the predicate ends in *desu*, *deshita*, etc., i.e., the polite form of the copula; and for verbal clauses the predicate (verb) ends in *-masu*, *-mashita*, etc., i.e., the polite form of the verb.

(2) For spoken Japanese we identify three significant levels of politeness (though subdivisions in each level may be recognized). These are: (a) *Plain*--when the relationship between speakers is intimate, or when the situation does not call for deference, or between men of equal status, among students, etc.; (b) *Polite*--in somewhat formal, non-intimate communication, when the relative status of speakers is unknown; and (c) *Honorific*--"status-conscious" speech, showing deference to others and deprecation of self.

(3) The primary distinction between polite and plain styles is, as explained in (1) above, the form of the predicate. However, as in English, certain words are considered to be more polite than others. For example:

| <i>Polite</i> | <i>Plain</i> | |
|-----------------|---------------|-------------------------------------|
| Dónata desu ka? | Dáre desu ka? | Who is (it)? |
| ano katá | anó hito | he/she (<i>lit.</i> , that person) |

One class of nouns--Honorific Nouns--take honorific affixes *o-* and/or *-sañ* (or variants of these affixes). Such forms are used in polite speech. For example: *ocha tea*; *o-isha-sañ doctor*; *Tanaka-sañ Mr. Tanaka*. The suffix *-sañ* (or *-sama* in the honorific style) is used with surnames (other than one's own) and is equivalent to Mr., Mrs., Miss, or Master in English. However, as the above illustration (*o-isha-sañ*) shows, this suffix is sometimes attached to other nouns to show respect. Certain words--notably, common items connected with everyday living--are never spoken without the honorific affix: e.g., *góhañ rice/a meal*, where *go-* is a variant of the honorific prefix *o-*.

2.5. SENTENCE-FINAL PARTICLES. A unique feature of Japanese sentences (especially spoken Japanese) is the final particle which often carries the significant intonation of the sentence. In Lesson 1, the final interrogative particle *ka* was introduced. Sentences ending in *ka* are doubly marked for interrogative: (a) by the final *ka*, and (b) by rising intonation (though the rising intonation is optional when the final particle *ka* is present).

In Lesson 2, two new sentence-final particles are introduced: *ne* and *yo*. These two particles (and their variants) function much like *ka*. The sentence-final particle *ne*, it appears, is very similar to the particle *ka* in that it indicates a question. Actually *ne* carries quite a few meanings, but it can perhaps be grasped first as the equivalent of English "tag questions." That is, often *ne* doesn't really mark a question, but rather is spoken to elicit the consent of the one spoken to, or to confirm one's own statement:

Kono heyá wa shízuca desu ne. ↘ This room's quiet, isn't it.

Sentence-final particle *yo* is added to emphasize one's statement. In most cases

this particle cannot be translated into English. Occasionally *yo* can be reproduced in written translations by underlining and in speech by stress (or intonation):

Ano katá desu *yo*. ↘ That person (over there).

The particle *ne* can be understood as a nonemphatic particle (in contrast to *yo*), serving to soften, somewhat, a statement.

Howáito-saⁿ wa byōki déshita *ne*. ↘ Mr. White was sick, wasn't he?

Both *ne* and *yo* are used at the end of exclamatory utterances. In such cases they are often lengthened to *nē* and *yō*, respectively, and the intonation contour is marked for a greater span of tone change (from level 4 to level 1, or vice versa).

The intonation on the final particle *yo* carries important meaning: If *yo* is spoken with falling intonation (↘) it adds the meaning of "insistence" or sometimes "resistance." With rising intonation (↗) *yo* indicates that the speaker is instructing or informing the listener.

There are numerous sentence-final particles, many of which are characteristic of particular dialects.* Some particles (such as *wa*) are characteristic of women's speech, while others (such as *ze*) are characteristic of men's speech.

*Interested students are referred to Yoichi Fujiwara, *The Sentence Structure of Japanese*, translated and edited by Noah S. Brannen and Scott J. Baird (University of Tokyo Press, Tokyo, 1973).

SECTION 5. DIALOGUE

山 本: スミスさん、お元気ですか。

スミス: あ、山本さん、こんにちは。

山 本: このへやはしずかですね。

スミス: ええ、そうですね。

山 本: ところで、あの方はどなたですか。

スミス: どの方ですか。

山 本: あの方ですよ。

スミス: ああ、あの方ですか。あの方はホワイトさんですよ。

山 本: ホワイトさんは病気でしたね。

スミス: ええ、病気でした。

山 本: もう元気ですか。

スミス: ええ、もうだいじょうぶです。

Yamamoto: Sūmisu-san, o-geŋki desu ka? ↗

Sūmisu: A, Yamamoto-san, konnichi wa. →

Yamamoto: Kono heyā wa shizuka desu ne. ↘

Sūmisu: E, sō desu ne. ↗

Yamamoto: Tokorōde, ano katā wa dōnata desu ka? ↗

Sūmisu: Dōno katā desu ka? ↗

Yamamoto: Ano katā desu yo. ↘

Sūmisu: A, ano katā desu ka. ↘ Ano katā wa Howaito-san desu yo. ↘

Yamamoto: Howaito-san wa byōki deshita ne. ↗

Sūmisu: E, byōki deshita. ↘

Yamamoto: Mō geŋki desu ka? ↗

Sūmisu: E, mō daijōbu desu. ↘

English Equivalents

Yamamoto: How are you, Mr. Smith (*lit.*, Mr. Smith, are you well)?

Smith: Oh, hello, Mr. Yamamoto.

Yamamoto: This room is quiet, isn't it?

Smith: Yes, it is.

Yamamoto: Say, who is that (person over there)?

Smith: Who?

Yamamoto: That person over there.

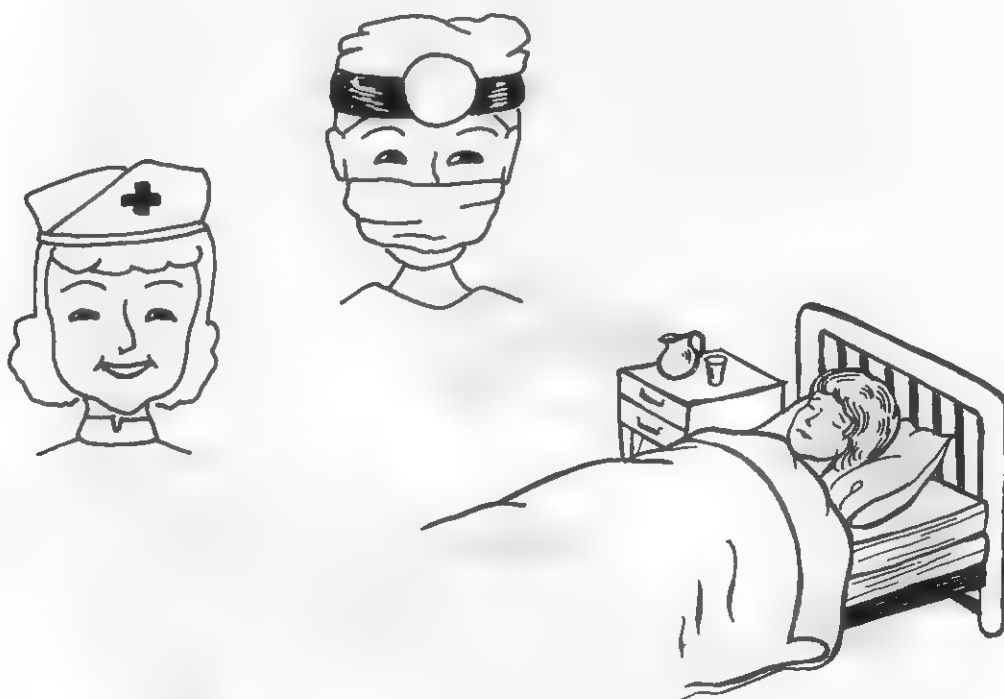
Smith: Oh, him (that person)? He is Mr. White.

Yamamoto: Mr. White was sick, wasn't he?

Smith: Yes, (he) was sick.

Yamamoto: Is he well (now)?

Smith: Yes, he's O.K. (now).



SECTION 6. READING

あなたは きょうです。わたしは
きょうでは ありません。

あなたは ひまでした。わたしは
ひまでは ありませんでした。

5 あの方は 病気でした。わたしは
元気でした。

その方は 日本人です。わたしは
アメリカ人です。

10 この方は 山本さんです。わたしは
ホワイトです。

この方は 先生です。わたしは
学生です。

15 どの方が スミスさんですか。
この方が スミスさんです。
その方は どなたですか。
ホワイトさんです。



20 このへやは しずかです。
そのへやは しずかでは
ありません。
このへやは 便利です。
そのへやは 不便です。

SECTION 7. EXERCISES

Fill in the blanks:

1. わたし ____ ひま ____ 。
2. あの人は ____ きれい ____ ありません。
3. あの方 ____ どなた ____ 。
4. この方 ____ ねっしんです ____ 。
5. どの方 ____ ホワイト ____ です ____ 。
- この方 ____ ホワイト ____ です。

Change the following sentences to the form indicated in parentheses:

- | | |
|-------------------|-----------------|
| 6. あなたは 病気です。 | (Negative) |
| 7. わたしは ひまです。 | (Past) |
| 8. この方は 山本さんです。 | (Negative) |
| 9. あの へやは まっくらです。 | (Question) |
| 10. その方は しんせつです。 | (Negative Past) |

Express in Japanese:

11. I am sick.
12. That room (over there) is no good.
13. This person is pretty.
14. Who is the person over there?
He is Mr. Smith.

Add accent marks to all the above.

SECTION 8. VOCABULARY ENRICHMENT

Daily Greetings

(Useful Expressions from Unit 1, p. 13)

| | |
|-----------------|--|
| こんにちは。 | Hello (in the daytime). |
| おはよう ございます。 | Hello (in the morning). |
| こんばんは。 | Hello (in the evening). |
| おやすみ なさい。 | Good night. |
| A. お元気ですか。 | How are you? |
| B. はい、元気です。 | Fine, thank you. |
| A. おかわり ありませんか。 | How are you? (or, Has there been any change since I saw you last)? |
| B. おかげさまで。 | Thank you (for asking). |
| A. しつれい しました。 | Oh, I'm sorry. |
| B. どう いたしまして。 | Think nothing of it. |
| A. しつれい します。 | Excuse me (I want to telephone). |
| B. どうぞ。 | Please (go ahead). |
| A. さようなら。 | Good-bye. |
| B. さようなら。 | Good-bye. |

Copular Nouns with 'TEKI'

| | | |
|-----------|---------------|------------------|
| 個人的(な/ に) | こじんてき(な/ に) | individual (-ly) |
| 社会的(な/ に) | しゃかいてき(な/ に) | social (-ly) |
| 客観的(な/ に) | きゃっかんてき(な/ に) | objective (-ly) |
| 主観的(な/ に) | しゅかんてき(な/ に) | subjective (-ly) |
| 現実的(な/ に) | げんじつてき(な/ に) | actual (-ly) |
| 理想的(な/ に) | りそうてき(な/ に) | ideal (-ly) |

SECTION 9. SELF TEST (For answers, see Appendix 4.)

I. Write kanji on the line, hiragana or katakana in parentheses.

1. あの学生は_____です。
() びょうき
2. あの_____は_____です。
ひと げんき
3. 先生は_____さんです。
() やまもと
4. このへやは_____です。
ふべん
5. Smith() White()

II. Fill in the blanks.

1. Q: だれ____病気でした____。
A: ホワイトさん____病気でした。
2. Q: どのへや____しずかです____。
A: このへや____そう_____。
3. Q: 先生____しんせつ_____。
A: はい、_____。
4. Q: 学生____ねっしん_____。
A: いいえ、_____。

III. Rewrite each sentence in negative and past polite forms.

1. その人は 学生です。

Negative _____

Past _____

2. その人は しんせつです。

Negative _____

Past _____

3. わたしは ひまです。

Negative _____

Past _____

4. へやは きれいですか。

Negative _____

Past _____

IV. Express in Japanese.

1. Mr. Yamamoto is a doctor. _____
2. The nurse was not skillful. _____
3. Who is that person? _____
4. You (Mr. White) were sick, weren't you? _____

LESSON 3
BIG AND SMALL, SHORT AND TALL



PROBLEM: Adjectives have a predicative as well as attributive function in Japanese.

OBJECTIVE: To introduce the Adjectival Clause: indicative, negative, past, and past negative.

SECTION 1. VOCABULARY

Drill

小さい

chīsái

adj (is) small

大きい

ōkīi

adj (is) big

| | | |
|-------|-------------|----------------------------------|
| やかましい | yakamashii | adj (is) noisy; boisterous |
| よわい | yowai | adj (is) weak |
| つよい | tsuyoi | adj (is) strong |
| むずかしい | muzukashii* | adj (is) difficult |
| あつい | atsui | adj (is) thick |
| うすい | usui | adj (is) thin (not people) |
| おもい | omoi | adj (is) heavy |
| かるい | karui | adj (is) light (in weight) |
| ジョンソン | Jōnson | Johnson (personal name) |
| わかい | wakai | adj (is) young (not children) |
| うつくしい | utsukushii | adj (is) beautiful |
| いそがしい | isogashii | adj (is) busy; in a hurry |
| やさしい | yasashii* | adj (is) easy |
| にく | niku | meat |
| 高い | takai | adj (is) expensive; high |
| 安い | yasui | adj (is) cheap; inexpensive |
| あかい | akai | adj (is) red |
| ふるい | furui | adj (is) old (not people) |
| おいしい | oishii | adj (is) good tasting; delicious |
| あたらしい | atarashii | adj (is) new; fresh |
| はやい | hayai | adj (is) early |
| 東京 | Tōkyō | Tokyo (place name) |
| おもしろい | omoshirōi | adj (is) interesting |
| あつい | atsui | adj (is) hot (weather) |
| さむい | samui | adj (is) cold (weather) |

*Unaccented adjectives receive an accent when they occur immediately before *desu*; e.g. *Muzukashii desu. It is difficult.* In the speech of many young people today, unaccented adjectives have acquired an accent not only before *desu* but in all occurrences.

| | | |
|----------------------|------------|------------------------|
| むしあつい | mushiatsúi | adj (is) sultry; muggy |
| <small>さと</small> 佐藤 | Sátō | Sato (personal name) |

Dialogue

| | | |
|------|-----------|-------------------------------|
| 私 | watakushi | I; me (Polite) |
| でも | démo | but |
| いくら | íkura | how much? |
| 千 | sēn | one thousand |
| 千円 | señ-eñ | one thousand yen |
| (～)円 | (-)eñ | (--) yen (Japanese currency) |
| 百 | hyaku °* | one hundred |
| 百円 | hyaku-eñ | one hundred yen |

Reading

| | | |
|-----|---------|-----|
| そして | soshite | and |
|-----|---------|-----|

Common Expressions

| | | |
|----------|-----------------|--|
| はじめまして。 | Hajimemáshite. | I'm pleased to meet you (lit., It is the first time . . .). |
| どうぞよろしく。 | Dōzo yoroshíku. | How do you do (lit., Please think well of me)? |
| こちらこそ。 | Kochira kóso. | How do you do (said after receiving the greeting, Dōzo yoroshíku; meaning, lit., I am the one to ask that of you). |

SECTION 2. KANJI STUDY

| | | | | |
|------|---|-----|--------------|--------|
| 870 | 小 | 小さい | <u>ちい</u> さい | ちい(さい) |
| 1197 | 大 | 大きい | <u>おお</u> きい | おお(きい) |
| 567 | 高 | 高い | <u>たか</u> い | たか(い) |

*Words marked with the superior circle (°) are accented when they are followed immediately by a particle or desu. (See Sound Patterns, Unit 5, Section 2, p. 35.)

| | | | | |
|------|----|----|--------------|-------|
| 8 | 安 | 安い | <u>やすい</u> | やす(い) |
| 1371 | 東京 | 東京 | <u>とうきょう</u> | トウ |
| 354 | 京 | 東京 | <u>とうきょう</u> | キョウ |
| 697 | 私 | 私 | <u>わたくし</u> | わたくし |
| 1068 | 千 | 千円 | <u>せんえん</u> | セン |
| 72 | 円 | 千円 | <u>せんえん</u> | エン |
| 1562 | 百 | 百円 | <u>ひゃくえん</u> | ヒャク |

SECTION 3. DRILL

Note: English Equivalents appear at the end of the Drill section from this point on.

Substitution:

1. この こどもは 小さいです。

Cues: a) 大きい
b) やかましい
c) よわい
d) つよい

2. この 本は むずかしいです。

Cues: a) あつい
b) うすい
c) おもい
d) かるい

3. ジョンソンさんは わかく ありません。

Cues: a) うつくしい
b) いそがしい
c) 大きい
d) 小さい

4. その 本は あつく ありません。

Cues: a) うすい
b) おもい
c) むずかしい
d) やさしい

Question-Answer:

5. Change the sentences of Drill 1 to questions and answer them in the affirmative.

Q: この こどもは 小さいですか。

A: (a) はい、 小さいです。

(b) はい、 その こどもは 小さいです。

6. Change the sentences of Drill 2 to questions and answer them in the negative.

Q: この 本は むずかしいですか。

A: (a) いいえ、 むずかしく ありません。

(b) いいえ、 その 本は むずかしく ありません。

Substitution:

7. この にくは 高く ないです。

Cues: a) 安い
b) あかい
c) ふるい
d) おいしい
e) あたらしい

8. ホワイトさんは わかかったです。

Cues: a) いそがしい

b) よわい

c) つよい

d) はやい

9. その 本は やさしかったです。

Cues: a) むずかしい

b) うすい

c) あつい

d) おもい

10. 東京は おもしろく ありませんでした。

Cues: a) あつい

b) さむい

c) 大きい

d) むしあつい

11. あの 本は むずかしく ありませんでした。

Cues: a) やさしい

b) かるい

c) おもい

d) あつい

12. ^{さとう}佐藤さんは 大きく なかったです。

Cues: a) 小さい

b) いそがしい

c) わかい

d) つよい

English Equivalents

1. This child is small.
 - a) This child is big.
 - b) This child is noisy.
 - c) This child is weak.
 - d) This child is strong.
2. This book is difficult.
 - a) This book is thick.
 - b) This book is thin.
 - c) This book is heavy.
 - d) This book is light.
3. Mrs./Miss/Mr. Johnson is not young.
 - a) Mrs. Johnson is not beautiful.
 - b) Mrs. Johnson is not busy.
 - c) Mrs. Johnson is not big.
 - d) Mrs. Johnson is not small.
4. That book is not thick.
 - a) That book is not thin.
 - b) That book is not heavy.
 - c) That book is not difficult.
 - d) That book is not easy.
5. Q: Is this child small?
A: (a) Yes, (it) is small.
(b) Yes, the child is small.
6. Q: Is this book difficult?
A: (a) No, (it) is not difficult.
(b) No, that book is not difficult.
7. This meat is not expensive.
 - a) This meat is not cheap.
 - b) This meat is not red.
 - c) This meat is not old.
 - d) This meat is not good(-tasting).
 - e) This meat is not fresh.
8. Mr./Mrs./Miss White was young.
 - a) Mr. White was busy.
 - b) Mr. White was weak.
 - c) Mr. White was strong.
 - d) Mr. White was early.
9. That book was easy.
 - a) That book was difficult.
 - b) That book was thin.
 - c) That book was thick.
 - d) That book was heavy.
10. Tokyo was not interesting.
 - a) Tokyo was not hot.
 - b) Tokyo was not cold.
 - c) Tokyo was not big.
 - d) Tokyo was not muggy.
11. That book was not difficult.
 - a) That book was not easy.
 - b) That book was not light.
 - c) That book was not heavy.
 - d) That book was not thick.
12. Mr./Mrs./Miss Sato was not big.
 - a) Mr. Sato was not small.
 - b) Mr. Sato was not busy.
 - c) Mr. Sato was not young.
 - d) Mr. Sato was not strong.

SECTION 4. GRAMMAR

3.1. SIMPLE SENTENCES MADE FROM THE ADJECTIVAL CLAUSE BASE. The Adjectival Clause, like the Copular Clause, forms the base for simple sentences in Japanese. In an adjectival clause the predicate slot is filled by the adjective alone. Thus:

| <i>Subject</i> | <i>Predicate</i> | <i>Polite Ending</i> | |
|------------------|------------------|--------------------------|------------------------|
| [[Nihoŋgo wa]] | [muzukashii] | desu. | Japanese is difficult. |

3.1.1. ADJECTIVES: DEFINITION. Adjectives are inflected forms typically filling the predicate slot in adjectival clauses and the attributive slot in noun phrases. In form, adjectives are distinguished from nouns and verbs by the endings (every adjective must have an inflectional suffix, thus distinguishing adjectives from nouns; and adjective suffixes differ from verb suffixes.)

3.1.2. ADJECTIVE INFLECTIONS. Not all of the adjective inflections are presented in this lesson. (For a complete list, see Appendix 1.) Lesson 3 introduces the (1) indicative (or "present"), (2) past, and (3) adverbial endings for adjectives:

(1) Adjective Indicative Inflection

| <i>Stem</i> | <i>Inflection</i> | <i>Indicative Form</i> | |
|-------------|-------------------|------------------------|----------------|
| aka- | -i | akai | (is) red |
| kuro- | -i | kurói | (is) black |
| muzukashi- | -i | muzukashii | (is) difficult |
| samu- | -i | samúi | (is) cold |

Note: The stem of an adjective always ends in a vowel, but never the vowel *e*.

(2) Adjective Past Inflection

| <i>Stem</i> | <i>Inflection</i> | <i>Past Form</i> | |
|-------------|-------------------|------------------|-----------------|
| aka- | -katta | akákatta | (was) red |
| kuro- | -katta | kúrokatta | (was) black |
| muzukashi- | -katta | muzukáshikatta | (was) difficult |
| samu- | -katta | sámukatta | (was) cold |

(3) Adverbial Inflection. The use of the adverbial inflection in negative adjective constructions only is presented here. There are other uses of this adverbial form.

| <i>Stem</i> | <i>Inflection</i> | <i>Adverbial with Neg.</i> | |
|-------------|-------------------|--------------------------------|-----------------|
| aka- | -ku | akaku náí | isn't red |
| kuro- | -ku | kúroku náí | isn't black |
| muzukashi- | -ku | muzukashiku náí | isn't difficult |
| samu- | -ku | sámuku náí | isn't cold |

3.1.3. ADJECTIVAL CLAUSES. Adjectival clauses are very much like copular clauses, except the predicate slot is filled by adjectives (instead of NOUN + COPULA, in copular clauses).

(1) ADJECTIVE CLAUSE: BASIC PATTERN 2

| Subject | Predicate | Polite Ending |
|-------------------------------------|----------------------|------------------------|
| | 【 muzukashii 】 | (It) is difficult. |
| | 【 muzukashii 】 desu. | (It) is difficult. |
| 【 [Nihongo wa] 【 muzukashii 】 | | Japanese is difficult. |
| 【 [Nihongo wa] 【 muzukashii 】 desu. | | Japanese is difficult. |

Each of the four forms presented in Basic Pattern 2 is a *complete* adjectival clause, and hence a complete simple sentence.

(2) *Decorative* desu. The copula desu, or some inflected form of the copula, is obligatory to the predicate of copular clauses, but it is optional in adjectival clauses, as the pattern above shows. Therefore, the final polite desu in adjectival clauses is not treated as part of the predicate, but only as a polite ending to the sentence. We have given it the name "decorative desu" to indicate its peripheral status. If the decorative desu is dropped from an adjectival clause the result is a sentence with exactly the same meaning. But there is a difference--a difference in style (if we are talking about writing), or politeness (if we are talking about speech).

3.1.4. DUAL ROLE OF THE ADJECTIVE. The term "adjective" may sound like a misnomer, since we are not accustomed to the use of the adjective as a predicate in English. If we think of *is difficult* as one word, we have something like the adjective predicate of Japanese adjectival clauses. For this reason, we have given the gloss for adjectives in the predicate form: (*is*) *difficult*.

3.1.5. ADJECTIVE ACCENT CHANGES. If the indicative form ("present tense"), the form which is listed in a dictionary, has an accent, the adverbial form also is accented, but it characteristically shifts one syllable to the left. If the indicative is not accented, the adverbial is not accented. Plain Past is accented, but follows a similar pattern:

(1) Accented

| Indicative | | Adverbial | Past |
|------------|------------------|------------|---------------|
| ōkīi | (is) big | ōkiku | ōkikatta |
| chīsái | (is) small | chīsaku | chīsakatta |
| omoshirōi | (is) interesting | omoshīroku | omoshīrokatta |
| atarashīi | (is) new | atarāshiku | atarāshikatta |
| atsúi | (is) hot | ātsuku | ātsukatta |

(2) Unaccented

| Indicative | | Adverbial | Past |
|------------|----------------|-------------|----------------|
| atsui | (is) thick | atsuku | atsúkatta |
| muzukashii | (is) difficult | muzukashiku | muzukāshikatta |
| usui | (is) thin | usuku | usúkatta |

| | | | |
|-------|------------|--------|-----------|
| omoi | (is) heavy | omoku | omókatta |
| karui | (is) light | karuku | karúkatta |

3.1.6. ADJECTIVAL CLAUSE PATTERNS.

(1) Basic Pattern: Indicative ("Present Tense")

| | <i>Subject</i> | <i>Predicate</i> | |
|---------|----------------|----------------------|------------------------|
| Plain: | | 【 muzukashii 】 | (It) is difficult. |
| Plain: | 【 [Nihoŋgo wa] | 【 muzukashii 】 | Japanese is difficult. |
| Polite: | | 【 muzukashii 】 desu | (It) is difficult. |
| Polite: | 【 [Nihoŋgo wa] | 【 muzukashii 】 desu. | Japanese is difficult. |

(2) Negative

| | <i>Subject</i> | <i>Predicate</i> | |
|-----------|----------------|---|---------------------------|
| Plain: | | (muzukashiku) 【 (muzukáshiku wa) náí 】 | (It) isn't difficult. |
| Plain: | 【 [Nihoŋgo wa] | (muzukashiku) 【 (muzukáshiku wa) náí 】 | Japanese isn't difficult. |
| * Polite: | 【 [Nihoŋgo wa] | (muzukashiku) 【 (muzukáshiku wa) náí 】 desu. | Japanese isn't difficult. |
| Polite: | 【 [Nihoŋgo wa] | (muzukashiku) 【 (muzukáshiku wa) arimasén 】 | Japanese isn't difficult. |

(3) Past

| | <i>Subject</i> | <i>Predicate</i> | |
|---------|----------------|--------------------------|-------------------------|
| Plain: | | 【 muzukáshikatta 】 | (It) was difficult. |
| Plain: | 【 [Nihoŋgo wa] | 【 muzukáshikatta 】 | Japanese was difficult. |
| Polite: | 【 [Nihoŋgo wa] | 【 muzukáshikatta 】 desu. | Japanese was difficult. |

(4) Negative Past

| | <i>Subject</i> | <i>Predicate</i> | |
|-----------|----------------|--|----------------------------|
| Plain: | | (muzukashiku) 【 (muzukáshiku wa) nákatta 】 | (It) wasn't difficult. |
| Plain: | 【 [Nihoŋgo wa] | (muzukashiku) 【 (muzukáshiku wa) nákatta 】 | Japanese wasn't difficult. |
| * Polite: | 【 [Nihoŋgo wa] | (muzukashiku) 【 (muzukáshiku wa) nákatta 】 desu. | Japanese wasn't difficult. |
| Polite: | 【 [Nihoŋgo wa] | (muzukashiku) 【 (muzukáshiku wa) arimasén deshita 】 | Japanese wasn't difficult. |

3.2. ACCENT SHIFT. It was noted (see fn. p. 82) that unaccented adjectives, such as muzukashii (*is*) *difficult*, take on an accent when followed by the bas-

*This form is not commonly used in standard Japanese.

ically unaccented desu: Thus, muzukashii + desu \Rightarrow muzukashii desu. The copula desu is basically unaccented (or atonic), but it may affect or itself be affected by the accent of a preceding word. Thus, Tanaka is unaccented, but in the sentence Tanaka désu. *I'm Tanaka.* desu acquires an accent. When an unaccented adjective (in the indicative) is followed by the polite desu, the reverse occurs, i.e., the adjective acquires an accent.

The placement of accent (or tone-accent, as explained in "Sound Patterns") on words in sequence, i.e., when speaking a complete phrase or sentence, does not always follow the pattern observed in pronouncing each of the words in isolation. For example, ano *that* has no innate accent, but in the phrase ano hito *that person* it receives the accent. Likewise, hito *person* itself is accented in some contexts and unaccented in others.

It is wise for the student to learn the accent of a word as it appears in the vocabulary lists and then note carefully how accents are dropped or acquired in the sentences given in the drills of each lesson. Sentence intonation affects word accent, especially toward the end of a sentence.

3.3. SENTENCE CONNECTIVES. All languages appear to have ways to connect independent sentences so that the speaker can indicate what type of relationship he intends to be understood between the sentences which he utters. The sentences which appear in the Reading section of Lesson 3 illustrate some of the principal sentence connectives in Japanese.

(1) *No connective: contrastive wa.* The first two sentences of the Reading section are Kono kodomo wa Amerikájiñ desu. Ano kodomo wa Nihoñjiñ desu. *This child is an American, (but) that child is a Japanese.* There is no connective between the two independent sentences. However, the subjects of both sentences are marked with wa. Up to this point we have identified wa as simply a particle marking the subject element of a clause. In these two sentences, i.e., when two similar sentences are juxtaposed as the two first sentences of the Reading, and the subjects are marked with the particle wa, it is understood that the subject of one sentence is being contrasted with the subject of the other. We could show this contrast in English by underlining or italics. Thus: *This* child is an American. *That* child is a Japanese. The contrastive use of wa serves the same function in Japanese.

(2) *Disjunctive: démo.* The third and fourth sentences of the Reading illustrate the same use of contrastive wa as sentences one and two, but in addition they are further marked with the sentence connective démo *but* to heighten the contrast between them: Kono kodomo wa ôkii desu. Démo, ano kodomo wa chiisái desu. *This child is big. But that child is small.*

(3) *Conjunctive: soshite.* If the speaker wishes to add another sentence to what he has said, and wants to specify that what he is adding does not contrast with his former sentence, but that it is an addition to it, he may connect the two sentences with the sentence connector soshite *and* or *and then*. Thus: Tōkyō wa ôkii desu. Soshite, mushiatsúi desu. *Tokyo's big. And it's muggy.* It will be noted that the subject is deleted from the second sentence.

(4) *Transitional: tokoróde.* Sometimes the speaker may want to indicate that there is no connection between what he is about to say and what he (or the other speaker) has just said. In this situation, he may introduce a new subject with the phrase tokoróde *by the way* or any of a number of other transitionals. Thus in the dialogue of Lesson 2 the expression tokoróde was used to change the subject: Tokoróde, ano katá wa dónata desu ka? *By the way, who is that (person)?*

SECTION 5. DIALOGUE

佐 藤：^さ ホワイトさんですね。 ^{とう} こんにちは。 はじめまして。 私は
佐藤です。

ホワイト： はじめまして。 どうぞ よろしく。

佐 藤： こちらこそ。 ホワイトさんは アメリカ人ですか。

ホワイト： ええ、 そうです。

* * * * *

ホワイト： ところで、 佐藤さん、 その 本は おもしろいですか。

佐 藤： ええ、 おもしろいです。 でも 高かったです。

ホワイト： そうですか。 いくらでしたか。

佐 藤： 千円でした。

ホワイト： 高かったですね。

佐 藤： この 本は 百円でした。

ホワイト： それは 安かったですね。

佐 藤： ええ。 でも おもしろく ありません。

Sātō: Howāito-saṅ desu ne. Koñnichi wa. Hajimemāshite. Watakushi wa
Sātō desu.

Howāito: Hajimemāshite. Dōzo yoroshiku.

Sātō: Kochira kōso. Howāito-saṅ wa Amerikājiṅ desu ka?

Howāito: Ē, sō desu.

* * * * *

Howāito: Tokorōde, Sātō-saṅ, sono hōn wa omoshirōi desu ka?

Sātō: Ē, omoshirōi desu. Dēmo tākakatta desu.

Howāito: Sō desu ka? Īkura deshita ka?

Sātō: Seṅ-eṅ déshita.

Howāito: Tākakatta desu ne.

Sātō: Kono hōn wa hyaku-eṅ déshita.

Howāito: Sore wa yāsukatta desu ne.

Sātō: Ē. Dēmo omoshīroku arimasēn.

English Equivalents

Sato: You're Mr. White, aren't you? I'm pleased to meet you (*lit.*, being the first time). I'm Sato.

White: How do you do? I'm pleased to meet you.

Sato: The pleasure is mine (*lit.*, I indeed . . .). Mr. White, are you an American?

White: Yes, that's right.

* * * * *

White: By the way, Mr. Sato, is that book interesting?

Sato: Yes, it's interesting. But (it) was expensive.

White: Is that so? How much was it?

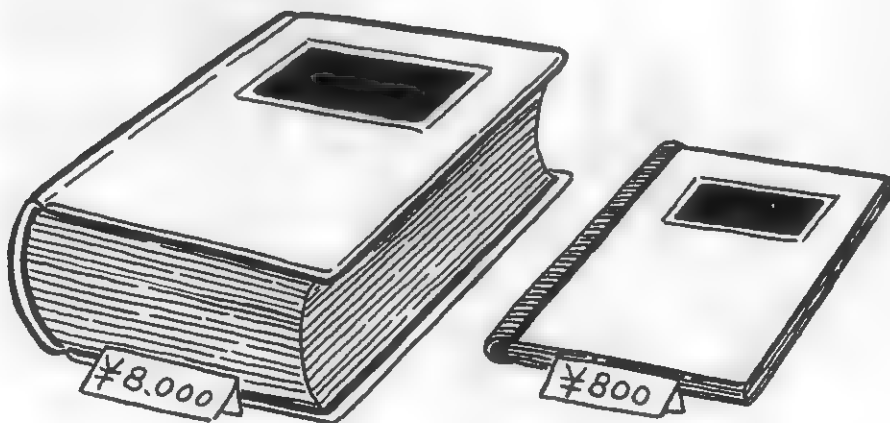
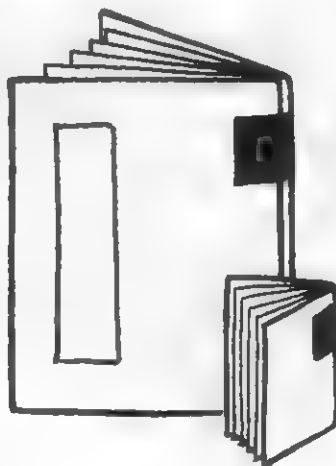
Sato: It was one thousand yen.

White: (That) was expensive, wasn't it.

Sato: This book was a hundred yen.

White: That was cheap, wasn't it.

Sato: Yes. But it isn't interesting.



SECTION 6. READING

この こどもは アメリカ人です。
 あの こどもは 日本人です。
 この こどもは 大きいです。 でも、
 あの こどもは 小さいです。
 この こどもは つよいです。 でも、
 あの こどもは よわいです。

この 本は 安かったです。 そして
 おもしろかったです。
 あの 本は 高かったです。 でも、
 10 おもしろく ありませんでした。
 この 本は あついです。
 あの 本も あついです。
 この 本は あたらしいです。 でも、
 あの 本は ふるいです。

15 ジョンソンさんは アメリカ人です。
 わかいです。
 スミスさんも アメリカ人です。

でも、 わかくは ありません。
 東京は 大きいです。 そして
 20 おしあついです。

その おいしやさんは いそがしい
 です。 ひまでは ありません。
 その かんごふさんも いそがしい
 です。 ひまでは ありません。

25 この へやは 小さいです。 大きくは
 ありません。 でも、 便利です。
 あの へやは 大きいです。 でも、
 まっくらです。 不便です。

30 佐藤^{さとう}さんは 元気では ありません
 でした。
 そして、 つよく ありませんでした。
 よわかったです。
 でも、 もう だいじょうぶです。

SECTION 7. EXERCISES

Fill in the blanks:

1. この 本は むずかしく _____。
2. 東京は あつ _____ ありません。
3. どの 本 _____ 高い _____。
4. あの方は しんせつ _____ ありません。
5. スミスさんは いそがしく _____ でした。

Change the following sentences to the form indicated in parentheses:

- | | |
|--------------------|-----------------|
| 6. ホワイトさんは わかいです。 | (Negative) |
| 7. この 本は あたらしいです。 | (Past) |
| 8. この へやは しずかです。 | (Negative) |
| 9. その がっこうは ふるいです。 | (Negative) |
| 10. この 本は やさしいです。 | (Negative Past) |

Express in Japanese:

11. This paper is not new.
12. That person was not kind.
13. That meat was cheap.
14. This department store is old.
15. It was cold in Tokyo (or Tokyo was cold).
16. That person is strong.

Add accent marks to all the above.

SECTION 8. VOCABULARY ENRICHMENT

Say That Again

(Useful Expressions from Unit 2, pp.21-22)

すみませんが、もう いちど

言^いって ください。

すみませんが、 もっと ゆっくり

言^いって ください。くりかえして 言^いって ください。

本を あけて ください。

本を とじて ください。

見^みないで 言^いって ください。

えいごは つかわないで ください。

何^{なに}か しつもんが ありますか。

しつもんが あります。

Excuse me, but please say (it) once
more.Excuse me, but please say (it) more
slowly.

Repeat, please.

Open (your) book(s), please.

Close (your) book(s), please.

Say (it) without looking.

Please do not use English.

Do you have any questions?

I have a question.

Adjective Pairs

デパートは 高^{たか}いです。

Department stores are expensive.

スーパーマーケットは 安^{やす}いです。

Supermarkets are cheap.

この山は 高^{たか}いです。

This mountain is high.

あの山は 低^{ひか}いです。

That mountain is low.

このえんぴつは 長^{なが}いです。

This pencil is long.

そのえんぴつは 短^{みじか}いです。

That pencil is short.

はるは あたたかい。

Spring is warm.

あきは すずしい。

Fall is cool.

なつは 暑^{あつ}い。

Summer is hot.

ふゆは 寒^{ふせ}い。

Winter is cold.

おゆは 熱^{あつ}い。

Hot water is hot.

みずは 冷^{ひや}たい。

(Cold) water is cold.

SECTION 9. SELF TEST (For answers, see Appendix 4.)

I. Write kanji with okurigana on the line, hiragana or katakana in parentheses.

Note: Be sure to write the okurigana also.

Example: この basu は 小「さい」(okurigana)です。
(バス) (ちいさい)

1. その depāto は _____ です。
() (おおきかった)

2. Q: その 本 は _____ ですか。
() (たかかった)

A: いいえ、_____ ありませんでした。 _____ です。
(たかく) (やすかった)

Q: いくら でしたか。

A: _____ でした。
(せんえん)

II. Rewrite each sentence in negative and past polite forms.

1. わたしは いそがしいです。

Negative _____

Past _____

2. わたしは 病気です。

Negative _____

Past _____

3. 東京は あついです。

Negative _____

Past _____

4. 山本さんは きれいです。

Negative _____

Past _____

III. Match words with opposite meanings.

() 1. おもい

a. 大きい

() 2. やさしい

b. うすい

() 3. 小さい

c. 安い

() 4. よわい

d. ふるい

() 5. 厚い

e. つよい

() 6. 響い

f. むずかしい

() 7. あたらしい

g. 驚い

() 8. 高い

h. かるい

LESSON 4

MINE AND THINE

PROBLEM; Modified Noun Phrases contain pre-noun construction not found in English.

OBJECTIVE: To introduce the modified Noun Phrase.

SECTION 1. VOCABULARY

Drill

| | | |
|------------------|------------|--|
| の | no | -- 's (<i>particle: possessive, attributive; apposition</i>) |
| 田中 | Tanaka | Tanaka (<i>personal name</i>) |
| おとうさん | otōsañ | (your/his) father |
| おかあさん | okāsañ | (your/his) mother |
| おにいさん | onīsañ | (your/his) older brother |
| おねえさん * | onēsañ | (your/his) older sister |
| おとうとさん | otōto-sañ | (your/his) younger brother |
| いもうとさん | imōto-sañ | (your/his) younger sister |
| フランス人 | Furañsújiñ | (a) French person |
| 中国人 | Chūgokújiñ | (a) Chinese (person) |
| かがく | kāgaku | science |
| ^{ぶん} 文学 | būngaku | literature |
| れきし | rekishi | history |
| おんがく | ōngaku | music |
| けいざい | kēzai | economics |
| ちち | chichi | (one's own) father |
| はは | háha | (one's own) mother |
| あに | āni | (one's own) older brother |
| あね | ane | (one's own) older sister |

*Remember that in some words 兄 is lengthened with 兄 and not い (see p. 40).

| | | |
|---------------------|------------|---|
| おとうと | otōtō | (one's own) younger brother |
| いもうと | imōtō | (one's own) younger sister |
| 病院 ^{byōin} | byōin | hospital |
| 古い | furúi | <i>adj</i> (is) old (not new) |
| 新しい | atarashii | <i>adj</i> (is) new; fresh |
| いい／よい | ii/yói | <i>adj</i> (is) good |
| どれ | dóre | which? (of more than two alternatives) |
| 日本ご | nihoŋgo | Japanese (language) |
| ～ご | -go | language (e.g., the Japanese language) (<i>noun suffix</i>) |
| えいご | ēgo | English (language) |
| フランスご | furañsugo | French (language) |
| ドイツご | doitsugo | German (language) |
| 中国ご | chūgokugo | Chinese (language) |
| ペン | Pēn | Peng (<i>personal name</i>) |
| せんきょうし | señkyōshi | (a) missionary |
| 日本 | Nihōn | Japan |
| 新聞 | shiñbuñ | newspaper |
| アメリカ | Amerika | America |
| フランス | Furañsu | France |
| 中国 | Chūgoku | China |
| ドイツ | Dóitsu | Germany |
| かわいい | kawaii | <i>adj</i> (is) cute |
| 女 | oñná | woman; female |
| 女の子 | oñná no ko | (a) girl |
| 子 | ko | child |
| なまえ | namae | name |
| アリス | Árisu | Alice (<i>name, fem.</i>) |
| 男 | otokó | man; male |

| | | |
|------|---------------|------------------------|
| 男の子 | otokó no ko | (a) boy |
| トム | Tómu | Tom (name, masc.) |
| 男の人 | otoko no hitó | (a) man |
| やさしい | yasashii | adj (is) gentle; sweet |
| 女の人 | oñna no hitó | (a) woman |

Dialogue

| | | |
|------|----------|--------------|
| けれども | kéredomo | however; but |
|------|----------|--------------|

Reading

| | | |
|------------------|-----------|------------------------|
| かない | kánai | (one's own) wife |
| ご主人 ^レ | go-shújiñ | (another's) husband |
| 主人 ^レ | shújiñ | (one's own) husband |
| むすめ | musumé | (one's own) daughter |
| むすこ | musuko | (one's own) son |
| 山田 | Yamada | Yamada (personal name) |

Common Expressions

| | | |
|------------|---------------|----------------------|
| どうも ありがとう。 | Dómo arígatō. | Thank you very much. |
|------------|---------------|----------------------|

SECTION 2. KANJI STUDY

1352

田

| | | |
|----|--------------|---|
| 田中 | <u>た</u> なか | た |
| 山田 | や <u>ま</u> だ | た |

1257

中

| | | |
|-----|------------------|-----|
| 田中 | た <u>な</u> か | なか |
| 中国人 | ちゅうごく <u>じ</u> ん | チュウ |

594

国

| | | |
|-----|--------------------|----|
| 中国人 | ちゅうごく <u>こ</u> くじん | コク |
|-----|--------------------|----|

500

古

| | | |
|----|-------------|-------|
| 古い | <u>ふる</u> い | ふる(い) |
|----|-------------|-------|

972

新

| | | |
|-----|---------------|---------|
| 新しい | <u>あた</u> らしい | あた(ら)しい |
| 新聞 | <u>しん</u> ぶん | シン |

| | | | | |
|------|---|-----|-------|-----|
| 1631 | 聞 | 新聞 | しんぶん | ブン |
| 863 | 女 | 女の子 | おんなのこ | おんな |
| 681 | 子 | 女の子 | おんなのこ | こ |
| 1231 | 男 | 男の子 | おとこのこ | おとこ |

SECTION 3. DRILL

Substitution:

1. これは わたしの 本です。

Cues: a) あなた
 b) ホワイトさん
 c) 田中さん
 d) あの人
 e) この方

2. あの方は ジョンソンさんの おとうさんです。

Cues: a) おかあさん
 b) おにいさん
 c) おねえさん
 d) おとうとさん
 e) いもうとさん

3. あの ドイツ人の* 先生は しんせつです。

Cues: a) 日本人
 b) アメリカ人
 c) フランス人
 d) 中国人

*Appositional no.

4. この かがく の 本は おもしろいです。

- Cues: a) ^{ぶん}文学
b) れきし
c) おんがく
d) けいざい

Question-Answer:

5. Humble and Honorific terms.

Q: これは だれの えんぴつですか。

A: ちちの です。

- Cues: a) はは
b) あに
c) あね
d) おとうと
e) いもうと

Q: おとうさんの えんぴつですか。

- Cues: a) おかあさん
b) おにいさん
c) おねえさん
d) おとうとさん
e) いもうとさん

A: はい、ちちの です。

Substitution:

6. あの しんせつな 方は ホワイトさんです。

- Cues: a) 元気
b) スマート
c) ねっしん
d) しずか

7. それは 大きい ^{いん} 病院です。

- Cues: a) 小さい
b) 古い
c) 新しい
d) いい

Question-Answer:

8. Q: どなたが 日本ごの 先生ですか。

- Cues: a) えいご
b) フランスご
c) ドイツご
d) 中国ご

A: 山田さんが 日本ごの 先生です。／この方が そうです。

- Cues: a) ホワイト
b) 田中
c) 山本
d) ペン

9. Q: どれが むずかしい 本ですか。

A: これが むずかしい 本です。／これが そうです。

- Cues: a) やさしい
b) 高い
c) 安い
d) 古い
e) 新しい

10. Q: ホワイトさんは どの方ですか。

A: あの 元気な 方です。

- Cues: a) おもしろい
b) スマート

- c) 大きい
d) きれい
e) せんきょうし

Substitution:

11. この おもしろい 日本の 新聞は 田中さんのです。

Cues: a) あの

b) アメリカ

c) 新しい

d) フランス

e) その

f) 中国

g) 古い

h) ドイツ

12. この かわいい 女の子の なまえは アリスです。

Cues: a) 元氣

b) 男の子 トム

c) つよは

d) 男の人

e) やさしい

f) 女の人 アリス

English Equivalents

1. This is my book (*lit.*, As for this, [it] is my book).
 - a) This is your book.
 - b) This is Mr./Mrs./Miss White's book.
 - c) This is Mr./Mrs./Miss Tanaka's book.
 - d) This is that person's (*or his/her*) book.
 - e) This is this person's (*or his/her*) book.

2. That person (or he/she) is Mr./Mrs./Miss Johnson's father.
a) That person is Mr. Johnson's mother.
b) That person is Mr. Johnson's older brother.
c) That person is Mr. Johnson's older sister.
d) That person is Mr. Johnson's younger brother.
e) That person is Mr. Johnson's younger sister.
3. That teacher who is German is kind.
a) That teacher who is Japanese is kind.
b) That teacher who is American is kind.
c) That teacher who is French is kind.
d) That teacher who is Chinese is kind.
4. This science book is interesting.
a) This literature book is interesting.
b) This history book is interesting.
c) This music book is interesting.
d) This economics book is interesting.
5. Q: Whose pencil is this (*lit.*, As for this, whose pencil is it)?
A: It's Dad's.
a) It's Mom's.
b) It's my older brother's.
c) It's my older sister's.
d) It's my younger brother's.
e) It's my younger sister's.
- Q: Is (it) your father's pencil?
a) Is (it) your mother's pencil?
b) Is (it) your older brother's pencil?
c) Is (it) your older sister's pencil?
d) Is (it) your younger brother's pencil?
e) Is (it) your younger sister's pencil?
- A: Yes, it's Dad's. (*etc.*)
6. That kind person is Mr./Mrs./Miss White.
a) That healthy/full-of-life person is Mr. White.
b) That stylish person is Mr. White.
c) That earnest person is Mr. White.
d) That quiet person is Mr. White.
7. That is a big hospital.
a) That is a small hospital.
b) That is an old hospital.
c) That is a new hospital.
d) That is a good hospital.
8. Q: Who is a/the Japanese teacher?
a) Who is a/the English teacher?
b) Who is a/the French teacher?
c) Who is a/the German teacher?
d) Who is a/the Chinese teacher?
- A: Mr./Mrs./Miss Yamada is a/the Japanese teacher. / This person is.
a) Mr. White is a/the English teacher. / This person is.
b) Mr. Tanaka is a/the French teacher. / This person is.
c) Mr. Yamamoto is a/the German teacher. / This person is.
d) Mr. Peng is a/the Chinese teacher. / This person is.

9. Q: Which book is difficult (*lit.*, Which [of several] is [a] difficult book)?
a) Which book is easy?
b) Which book is expensive?
c) Which book is cheap?
d) Which book is old?
e) Which book is new?
- A: This book is difficult. / This (one) is.
a) This book is easy. / This (one) is.
b) This book is expensive. / This (one) is.
c) This book is cheap. / This (one) is.
d) This book is old. / This (one) is.
e) This book is new. / This (one) is.
10. Q: Who is Mr./Mrs./Miss White (*lit.*, As for Mr. White, which person is he)?
A: That healthy/full-of-life person (is). / It is that healthy person.
a) That interesting person (is).
b) That stylish person (is).
c) That big person (is).
d) That pretty person (is).
e) That missionary (person is).
11. This interesting Japanese newspaper is Mr./Mrs./Miss Tanaka's (*lit.*, As for this interesting Japanese newspaper, [it] is Mr. Tanaka's).
a) That interesting Japanese newspaper is Mr. Tanaka's.
b) That interesting American newspaper is Mr. Tanaka's.
c) That new American newspaper is Mr. Tanaka's.
d) That new French newspaper is Mr. Tanaka's.
e) That new French newspaper is Mr. Tanaka's.
f) That new Chinese newspaper is Mr. Tanaka's.
g) That old Chinese newspaper is Mr. Tanaka's.
h) That old German newspaper is Mr. Tanaka's.
12. This cute girl's name is Alice.
a) This healthy/full-of-life girl's name is Alice.
b) This healthy/full-of-life boy's name is Tom.
c) This strong boy's name is Tom.
d) This strong man's name is Tom.
e) This gentle man's name is Tom.
f) This sweet woman's name is Alice.

SECTION 4. GRAMMAR

4.1. NOUN PHRASES (see also Lessons 23 and 25). A more detailed explanation of the construction of noun phrases will be given in Lesson 25. For the present lesson it will suffice to identify the different types of modifiers of the head noun of a phrase.

4.1.1. DEICTIC PARTICLES (see also 2.3.). Deictic particles (*kono this, sono that, ano that, and dōno which?*) can come immediately before the head of a noun phrase, as in the following examples: *anō hito that person; dōno hito which person?* Sometimes, however, these particles are separated from the head noun: *ano Doitsūjiñ no señsē that teacher who is German*. Deictic particles can only occur in noun phrases, because they have to have a noun "to lean on."

4.1.2. NOUN + no. A noun can modify another noun by joining the two with the particle *no*. At this point it is not wise to identify this construction as "possessive" or "apposition" or the like; we will simply designate this part of a noun phrase as the NOUN + *no* part. Two or more nouns may be joined in this manner, but it is the last noun in the series which is head of the phrase. Thus: *oñná no ko no namae* (a) *girl's name* (lit., *female child's name*); *Nihoñ no shiñbuñ* (a) *Japanese newspaper*; *Nihoñgo no señsē* (a) *Japanese teacher / teacher of Japanese*; *watashi no hōñ* *my book*.

4.1.3. ATTRIBUTIVES. A more complete explanation of attributives in noun phrases will be given at 25.1. In the present lesson, two types of attributives are introduced: (1) adjectives and (2) copular attributives. When an adjective is used to modify a noun (i.e., the attributive use of adjectives), it comes immediately before the noun which it modifies. This use of adjectives was briefly introduced in Lesson 3: *muzukashii hōñ* (a) *difficult book*; *atarashii hōñ* (a) *new book*; *ōkii byōin* (a) *big hospital*. When a copular noun modifies another noun (i.e., the attributive use of the copular noun), the copular noun is followed immediately by *na*: *shīnsetsu na katá* (a) *kind person*; *gēñki na kodomo* (a) *healthy child*. The particle *na* is actually the attributive form of the copula *desu*.

4.1.4. DELETION OF NOUN HEAD. In expressions such as *chichī no desu* *It's Dad's*, the noun head (i.e., *eñpitsu pencil* in *chichī no eñpitsu desu*) is deleted, just as in the English equivalent. As the student has no doubt begun to observe, the little particle *no* carries a tremendous load in Japanese syntax.

4.1.5. NOUN PHRASES IN BASIC PATTERNS. In Japanese, as in English, a noun phrase may be substituted for a noun. Thus, in Basic Pattern 1 (see 1.1.1.) which contains two nouns, each of the nouns may be substituted by noun phrases:

BASIC PATTERN 1

| Subject | Predicate | |
|-----------|---------------|-------------------|
| | 【[hōñ][desu]】 | (It) is (a) book. |
| 【kore wa】 | 【[hōñ][desu]】 | This is (a) book. |

BASIC PATTERN 1, WITH NOUN PHRASES IN THE NOUN SLOTS

| Subject | Predicate | |
|---------------------------|--------------------------|---------------------------|
| | 【[watashi no hōñ][desu]】 | (It) is my book. |
| 【[kono atarashii hōñ wa]】 | 【[watashi no hōñ][desu]】 | This new book is my book. |

Note that the slot marker (e.g., the subject-marker particle *wa* in the examples above) comes at the end of the phrase, and the noun before the slot marker is the head noun of the phrase.

SECTION 5. DIALOGUE

スミス： 田中さん、きれいな本ですね。田中さんのですか。

田中： ええ、わたしのです。

スミス： 何の本ですか。

田中： れきしの本です。

スミス： 日本のれきしですか。

田中： いいえ、フランスのれきしです。

スミス： その本はよかったですか。

田中： いいえ、よくありませんでした。

スミス： むずかしかったですか。

田中： いいえ、むずかしくありませんでした。でも、
おもしろくありませんでした。

スミス： フランスのれきしはおもしろくありませんか。

田中： れきしはおもしろいです。けれども、この本は
おもしろくありませんでした。

スミス： ああ、そうですか。

Sumisu: Tanaka-san, kīrē na hōn desu ne. Tanaka-san no desu ka?

Tanaka: Ē, watashi nō desu.

Sumisu: Nān no hōn desu ka?

Tanaka: Rekishi no hōn desu.

Sumisu: Nihoñ no rekishi desu ka?

Tanaka: Īē, Furañsu no rekishi desu.

Sumisu: Sono hōn wa yókatta desu ka?

Tanaka: Īē, yōku arimasēn deshita.

Sumisu: Muzukāshikatta desu ka?

Tanaka: Īē, muzukashiku arimasēn deshita. Dēmo, omoshīroku arimasēn deshita.

Sumisu: Furañsu no rekishi wa omoshīroku arimasēn ka?

Tanaka: Rekishi wa omoshirōi desu. Kéredomo, kono hōn wa omoshīroku arimasēn deshita.

Sumisu: Ā, sō desu ka.

English Equivalents

Smith: Mr. Tanaka, that's a nice-looking book. Is it yours (*lit.*, Is it Mr. Tanaka's)?
Tanaka: Yes, it's mine.
Smith: What book is it?
Tanaka: It's a history book.
Smith: Japanese history?
Tanaka: No, French history.
Smith: Was it (that book) good?
Tanaka: No, it wasn't very good.
Smith: Was it difficult?
Tanaka: No, it wasn't difficult. But it wasn't interesting.
Smith: Isn't French history interesting?
Tanaka: The history is interesting. But this book wasn't interesting.
Smith: Oh, I see (*lit.*, Is it so?).



SECTION 6. READING

一

私は スミスです。

これは 私の かないです。

かないは おんがくの 先生でした。

5 「ご主人も おんがくの 先生

ですか。」

「いいえ、主人は せんきょうし

です。これは 私の おすすめです。

なまえは アリスです。」

10

「かわいい 女の子ですね。」
「どうも ありがとう。」

トムは 私の おすすめです。

アリスの おとうとです。

トムは 元気な 男の子です。

15

二

私は 山田です。

私の ちちは いしゃです。

ははは かんごふでした。

私の あには 学生です。

20

「その 中国の 新聞は

おにいさんのですか。」

「はい、あにのです。」

「この 新しい えんぴつは

あなたののですか。」

25

「いいえ、それは いもうとのです。
私のは 古いです。」

SECTION 7. EXERCISES

Fill in the blanks:

1. スミスさん _____ いもうとさん _____ なまえ _____ アリスです。
2. あの 元気 _____ 人は 佐藤^{さとう}さんです。
3. この方は おんがく _____ 先生です。
4. その 病気 _____ 方 _____ どなたです _____ 。
5. ジョンソンさんは スマート _____ 人です。

Construct sentences using the words given, adding na or no if necessary:

6. この, 本, 佐藤^{さとう}さん, いい, は, です
7. しんせつ, ホワイトさん, あの, 方, です, は
8. おもしろい, は, あの, 生徒^と, 人, ありません, では
9. その, でした, 小さい, 不便, へや, は
10. ボールペン, か, トム, が, どの, です

Express in Japanese:

11. This big person is a German.
12. Which one is yours?
13. The English book was not interesting.
14. The man (over there) is not Tom's younger brother.
15. The sweet girl is sick.

Add accent marks to all the above.

SECTION 8. VOCABULARY ENRICHMENT

Let's Begin

(Useful Expressions from Unit 3, pp.27-28)

いいですか。

Are you ready (to begin)?

では、はじめます。

Well then, we're going to begin.

いっしょに 言って ください。

Say/ Repeat together, please.

ひとりで 言って ください。

Say/ Repeat it by yourself.

これで おわります。

That's all/ We end with this.

しゅくだいです。

(This is your) homework.

しゅくだいを だして ください。

Hand in (your) homework, please.

テストを します。

(We) are going to have a test.

休み時間です。

It's rest time (time for a break).

では、また。

I'll see you next time.

Noun Phrases

山は 高いです。

The mountain is high.

それは 高い山です。

That is a high mountain.

この子どもは 小さいです。

This child is little.

その女の子は 小さい子どもです。

That girl is a little child.

この子どもは 元気です。

This child is healthy.

その男の子は 元気な子どもです。

That boy is a healthy child.

このへやは しずかです。

This room is quiet.

これは しずかなへやです。

This is a quiet room.

その意見は 現実的 です。

That opinion is realistic.

それは 現実的な意見です。

That is a realistic opinion.

SECTION 9. SELF TEST (For answers see Appendix 4)

I. Write kanji with okurigana on the line, hiragana or katakana in parentheses.

1. この _____ は どなたのですか。
あたらしいしんぶん
2. あの元気な _____ の _____ は _____ さんの むすめさんです。
() おんな こ やまだ
3. あの _____ の _____ は _____ 人ですか。
おとこ こ ちゅうごく
4. このにくは千円でした。 けれども おいしくありませんでした。 _____ です。
() ふるかった
5. France() America() Germany()

II. Supply particles where necessary. Mark "X" where not needed.

1. あのしんせつ__おいしゃさん__ホワイト先生です。
2. これはおいしい__ケーキですね。
3. この新しい__れきし__本は高いです。
4. あの小さい__女__子はかわいいです。

III. Give the Humble forms for the following.

1. おとうさん _____
2. おかあさん _____
3. おにいさん _____
4. おねえさん _____
5. おとうとさん _____
6. いもうとさん _____

IV. Express in Japanese.

1. A pitch-dark room is no good.

2. My new car is red.

3. Q: Is that stylish (smart-looking) person your elder sister?

A: No, she's my mother.

4. Q: Which is your book?

A: The history book.

5. Who is your teacher?

LESSON 5

WORK AND PLAY

PROBLEM: Japanese verbs are highly inflected.

OBJECTIVE: (1) To introduce the basic structure of intransitive clauses.
 (2) To introduce negative questions.
 (3) To introduce the direction element in intransitive clauses.

SECTION 1. VOCABULARY

Drill

| | | |
|-------------------------|---|--------------------------------|
| いぬ | inú | dog |
| なく (なかない; ないた) | naku (nakanai; naita) | <i>vi</i> barks |
| あるく (あるかない; あるいた) | arúku (arukánai; arúita) | <i>vi</i> walks |
| はしる (はしらない; はしった) | hashíru (hashiránai; hashítta) | <i>vi</i> runs |
| あそぶ (あそばない; あそんだ) | asobu (asobanai; asoñda) | <i>vi</i> plays |
| クラーク | Kuráku | Clark (<i>personal name</i>) |
| あした | ashita°* | tomorrow |
| 行く (行かない; 行った) | iku; yuku (ikanai; itta) | <i>vi</i> goes |
| 働く (働かない; 働いた) | hataraku (hatarakanai; hataraita) | <i>vi</i> works |
| やすむ (やすまない; やすんだ) | yasúmu (yasumánai; yasúñda) | <i>vi</i> rests |

*See Lesson 3, p. 83, footnote.

| | | |
|--------------------------|---|---|
| 出かける (出かけない; 出かけた) | dekakeru (dekakenai; dekaketa) | <i>vi</i> goes out (from one's home) |
| かえる (かえらない; かえた) | káeru (kaeránai; káetta) | <i>vi</i> returns; goes home |
| 子ども | kodomo | child |
| 動く (動かない; 動いた) | ugóku (ugokánai; ugóita) | <i>vi</i> moves; runs (<i>e.g.</i> , the car runs) |
| とまる (とまらない; とまった) | tomaru (tomaranai; tomatta) | <i>vi</i> stops; parks |
| 車 | kuruma | car |
| なおる (なおらない; なおった) | naóru (naoránai; naótta) | <i>vi</i> becomes fixed; is repaired |
| たつ (たたない; たった) | tátsu (tatánai; tátta) | <i>vi</i> stands (up) |
| すわる (すわらない; すわった) | suwaru (suwaranai; suwatta) | <i>vi</i> sits; sits (Japanese style) |
| ねる (ねない; ねた) | neru (nenai; neta) | <i>vi</i> sleeps; goes to bed |
| おきる (おきない; おきた) | okíru (okínai; ókita) | <i>vi</i> awakes; gets up |
| ハリス | Hárisu | Harris (<i>personal name</i>) |
| きのう | kinō° | yesterday |
| 来る (来ない; 来た) | kúru (kónai; kitá) | <i>vi</i> comes |
| つかれる (つかれない; つかれた) | tsukaréru (tsukarénai; tsukáreta) | <i>vi</i> becomes tired |

| | | |
|----------------------------|--------------------------------------|-------------------------------------|
| おどろく (おどろかない; おどろいた) | odorōku (odorokánai; odoróita) | <i>vi</i> is startled; is surprised |
| 困る (困らない; 困った) | komáru (komaránai; komátta) | <i>vi</i> is perplexed |
| ふとる (ふとらない; ふとった) | futōru (futoránai; futótta) | <i>vi</i> becomes fat |
| やせる (やせない; やせた) | yaseru (yasenai; yaseta) | <i>vi</i> becomes thin |
| 中村 | Nakamura | Nakamura (<i>personal name</i>) |
| に | ni | to (particle, Direction marker) |

Dialogue

エンジン énjīn engine; motor (of a car)

わるい warúi *adj* (is) bad

たぶん tábuñ probably

わかる
(わからない;
わかった)

wakáru
(wakaránai;
wakátta)

vi understands

すぐ sūgu right away; soon

Reading

だから dákara so; therefore (*sentence connective*)

Common Expressions

おかわり ありません
か。

Okawari arimasēn
ka.

How are you (*lit.*, Is there no change)?

おかげさまで。

Okagesama de.

Thank you! (*lit.*, By your favor.)

すみませんが

Sumimasēn ga . . .

Excuse me, but . . . / I'm sorry, but . . .

SECTION 2. KANJI STUDY

| | | | | |
|------|---|------|------|--------|
| 540 | 行 | 行く | い< | い(く) |
| 1412 | 働 | 働く | はたら< | はたら(く) |
| 837 | 出 | 出かける | で< | で(る) |
| 1408 | 動 | 動く | うご< | うご(く) |
| 758 | 車 | 車 | くるま | くるま |
| 1844 | 来 | 来る | く< | く(る) |
| | | 来ない | こ<ない | く(る) |
| | | 来ます | きます | く(る) |
| 602 | 困 | 困る | こま< | こま(る) |
| 1169 | 村 | 中村 | なかむら | むら |

HOW TO STUDY KANJI. The student may have already discovered, as more and more complicated kanji are introduced, that there are certain relatively simple kanji which are used in combination with others to form new ones. For example: 女 *oñá woman* combines with 子 *ko child* to make 好き *suki likes*. Such kanji as 女 and 子 are independent kanji, but they are also radicals; i.e., they are kanji roots which are used to compose other kanji. Many times the basic shape of these kanji is altered somewhat when it is used as a part of another kanji; e.g., 人 is altered to 亻 when it is the left-hand radical as in 便利 *bēnri convenient*.

Traditionally there are 214 historical radicals,* each with a number assigned to it. Thus 女 is Radical No. 38, and 子 is Radical No. 39. Already the following kanji which are used both independently and as radicals have appeared:

*See, A.N. Nelson: *Japanese-English Character Dictionary* (Charles E. Tuttle, Co., Rutland Vermont; Tokyo, Japan, 1962). Nelson, like Rose-Innes, classifies a number of kanji under different radicals than those established by tradition. However, he always indicates the traditional classification as well. For help in determining the radical, take Nelson's advice: 'Take a LEFT radical in preference to a RIGHT; take a TOP radical in preference to a BOTTOM.' For further help in identifying radicals, study Nelson's Appendices 1 to 3.

| Radical No. | Kanji | Reading | Root Meaning |
|-------------|-------|--------------------|------------------------|
| 72 | 日 | NICHI [NI] | sun |
| 9 | 人 | JIN; <i>hito</i> * | person |
| 100 | 生 | SĒ | birth; life |
| 46 | 山 | <i>yama</i> | mountain |
| 70 | 方 | <i>kata</i> | person (<i>Hon.</i>) |
| 42 | 小(さい) | <i>chī(sai)</i> | small |
| 37 | 大(きい) | <i>ō(kii)</i> | big |
| 189 | 高(い) | <i>taka(i)</i> | tall; high |
| 102 | 田 | <i>ta</i> | rice field |
| 38 | 女 | <i>onna</i> | woman |
| 39 | 子 | <i>ko</i> | child |
| 144 | 行(く) | <i>i(ku)</i> | goes |
| 159 | 車 | <i>kuruma</i> | wheel |

Begin to keep a notebook of the kanji you have learned, classifying them by radicals. You will discover that some radicals consistently appear on the left, some on the right. Some radicals change their shape depending on where they appear in a combination. A few radicals may appear at the top, bottom, left, and right.

FOR YOUR KANJI NOTEBOOK

A. LEFT-HAND RADICAL

Example:



- 9 亻 (also used as a top radical in the shape 人)
- | | | |
|---|-------|-----------------|
| 何 | 何ですか。 | What is it? |
| 便 | 便利 | convenient |
| 働 | 働く | <i>vi</i> works |

- 115 禾 (also used as top or bottom radical)
- | | | |
|---|----|------------|
| 利 | 便利 | convenient |
| 私 | 私 | I; me |

B. RIGHT-HAND RADICAL

Example:



- 19 力 (also used as bottom radical)
- | | | |
|---|----|-----------------|
| 動 | 動く | <i>vi</i> moves |
|---|----|-----------------|

*Most kanji have two different "readings"; some have many more. In these texts, when readings are given in romanization, caps stand for the *on* (Chinese) reading and italics stand for the *ku* (Japanese) reading.

C. TOP RADICAL

Example:



| | | | | |
|----|---|--|----|----------------|
| 8 | 亠 | 京 | 東京 | Tokyo |
| 40 | 宀 | 安 | 安い | adj (is) cheap |
| 4 | 丩 | 千 (traditionally classified under 24) | 千円 | ¥1000 |
| 1 | 一 | 百 (traditionally classified under 106) | 百円 | ¥100 |
| 7 | ニ | 元 (traditionally classified under 10) | 元気 | healthy; well |

D. BOTTOM RADICAL

Example:



| | | | | |
|----|---|---|----|---------|
| 10 | 儿 | 先 | 先生 | teacher |
| 39 | 子 | (also used as left-hand or top radical) | 学 | 学生 |
| | | | 学生 | student |

E. ENCLOSURES

a. Complete Exterior Enclosure

Example:



| | | | | |
|----|---|---|-----|-----------------|
| 31 | 口 | 国 | 中国人 | (a) Chinese |
| | | 困 | 困る | vi is perplexed |

b. Three-side Enclosure

Example:



| | | | | |
|-----|---|--|----|-----------|
| 169 | 門 | 聞 (traditionally classified under 128) | 新聞 | newspaper |
|-----|---|--|----|-----------|

c. Two-side Enclosure

Example:



| | | | | |
|-----|---|---|----|------|
| 104 | 疒 | 病 | 病気 | sick |
|-----|---|---|----|------|

SECTION 3. DRILL

Substitution:

1. いぬは なきます。

Cues: a) あるく
b) はしる
c) あそぶ

Question-Answer:

2. Q: クラークさんは あした 行きますか。

A: はい、行きます。

Cues: a) 働く
b) やすむ
c) 出かける
d) かえる

Substitution:

3. この バスは 動きません。

Cues: a) 行く
b) とまる
c) 車 なおる

4. クラークさんは あした 行きません。

Cues: a) 働く
b) やすむ
c) 出かける
d) かえる

5. あの 子どもは たちました。

Cues: a) すわる
b) ねる
c) おきる

6. ハリスさんは きのう 来ませんでした。

- Cues: a) 行く
b) やすむ
c) 出かける
d) かえる

7. わたしは つかれました。

- Cues: a) おどろく
b) 困る
c) ふとる
d) やせる

Question-Answer:

8. Q: この 本は おもしろく ありませんか。

A: (a) はい、 おもしろく ありません。

(b) いいえ、 おもしろいです。

- Cues: a) むずかしい
b) 高い
c) 古い
d) 新しい

9. Q: 中村さんは 出かけませんでしたか。

A: (a) はい、 出かけませんでした。

(b) いいえ、 出かけました。

- Cues: a) おどろく
b) 働く
c) 来る

10. ハリス先生は がっこうに 来ましたか。

- Cues: a) 病院 行く
b) 東京 出かける
c) うち かえる

English Equivalents

1. A/the dog barks. /Dogs bark.
 - a) A dog walks.
 - b) A dog runs.
 - c) A dog plays.
2. Q: Is Mr./Mrs./Miss Clark going tomorrow (or Will Mr. Clark go tomorrow)?
A: Yes, he/she is (going).
 - a) Is Mr. Clark working/going to work tomorrow?
 - b) Is Mr. Clark resting tomorrow?
 - c) Is Mr. Clark leaving (or going somewhere) tomorrow?
 - d) Is Mr. Clark returning (home) tomorrow?
3. This bus will not run (*lit.*, will not move).
 - a) This bus will/does not go.
 - b) This bus will/does not stop (there).
 - c) This car will not (or cannot) repair/be repaired.
4. Mr./Mrs./Miss Clark is not going (or will not go) tomorrow.
 - a) Mr. Clark is not working tomorrow.
 - b) Mr. Clark is not resting tomorrow.
 - c) Mr. Clark is not leaving (or going anywhere) tomorrow.
 - d) Mr. Clark is not returning (home) tomorrow.
5. That child stood up.
 - a) That child sat down.
 - b) That child slept/went to bed.
 - c) That child woke/got up.
6. Mr./Mrs./Miss Harris didn't come yesterday.
 - a) Mr. Harris didn't go yesterday.
 - b) Mr. Harris didn't rest yesterday.
 - c) Mr. Harris didn't leave (or go anywhere) yesterday.
 - d) Mr. Harris didn't return (home) yesterday.
7. I am tired (or I became tired).
 - a) I am surprised.
 - b) I am perplexed.
 - c) I am fat.
 - d) I am thin.
8. Q: Isn't this book interesting (*lit.*, As for this book, is [it] not interesting)?
A: (a) No, it isn't interesting (*lit.*, Yes [what you said is true], it isn't interesting).
(b) Yes, it's interesting (*lit.*, No [what you said is not true], it *is* interesting).
 - a) Isn't this book difficult?
 - b) Isn't this book expensive?
 - c) Isn't this book old?
 - d) Isn't this book new?

9. Q: Didn't Mr./Mrs./Miss Nakamura leave?
 A: (a) No, he didn't (*lit.*, Yes [what you said is true], he didn't leave).
 (b) Yes, he left (*lit.*, No [what you said is not true], he *did* leave).
 a) Wasn't Mr. Nakamura surprised?
 b) Didn't Mr. Nakamura work?
 c) Didn't Mr. Nakamura come?
10. Did Dr./Professor Harris come to school?
 a) Did Dr. Harris go to the hospital?
 b) Did Dr. Harris leave for Tokyo?
 c) Did Dr. Harris go (return) home?

SECTION 4. GRAMMAR

5.1. SIMPLE SENTENCES MADE FROM THE VERBAL CLAUSE BASE. A third base for simple sentences in Japanese is a verbal clause, transitive or intransitive. Lesson 5 introduces the pattern of intransitive verbal clauses. As with the copular and adjectival clauses, the essential element in verbal clauses is the predicate. The verbal clause predicate may be a single verb form or a verb phrase.

5.1.1. INTRANSITIVE VERBAL CLAUSE: BASIC PATTERN 3

(1) Basic Pattern: Indicative ("Present Tense")

| <i>Subject</i> | <i>Predicate</i> | |
|-------------------|------------------|------------------|
| | 【nakimásu】 | (He) barks. |
| 【[inú (wa) (ga)]】 | 【nakimásu】】 | (The) dog barks. |

(2) Negative

| | | |
|------------|--------------|-------------------------|
| | 【nakimasén】 | (He) doesn't bark. |
| 【[inú wa]】 | 【nakimasén】】 | (The) dog doesn't bark. |

(3) Past

| | | |
|-------------------|----------------|-------------------|
| | 【nakimáshita】 | (He) barked. |
| 【[inú (wa) (ga)]】 | 【nakimáshita】】 | (The) dog barked. |

(4) Negative Past

| | | |
|------------|----------------------|------------------------|
| | 【nakimasén deshita】 | (He) didn't bark. |
| 【[inú wa]】 | 【nakimasén deshita】】 | (The) dog didn't bark. |

5.1.2. VERBS. Like the copula* and adjective, the verb is inflected in Japanese. The basic construction is Stem and Ending, with the ending carrying a wide range of meaning, including past, future, conditional, provisional, negative, etc. (see Appendix).

(1) *The Polite -masu form of the Verb.* In this lesson four forms of the verb are treated: polite present (or non-past, since this form is also used for future or habitual action), polite negative, polite past, and polite negative-past.

Plain forms of verbs are listed in the vocabulary, primarily for the purpose of showing accents. With the polite *-masu* ending, all verbs are accented alike, but

*Cf. Lesson 1, 1.1.5, p. 56, footnote.

some verbs have an innate accent while others are unaccented. If a verb has an accent, then the plain negative and plain past forms are also accented (see the vocabulary list of this and subsequent lessons).

COMPARISON OF PLAIN AND POLITE FORM OF VERBS

| | <i>Plain</i> | <i>Polite</i> | |
|----------------|--------------|---------------------------|--------------------|
| Present: | naku | nakimá <u>su</u> | (He) barks. |
| Negative: | nakanai | nakimasé <u>n</u> | (He) doesn't bark. |
| Past: | naita | nakimáshita | (He) barked. |
| Negative Past: | nakanákatta | nakimasé <u>n</u> deshita | (He) didn't bark. |

The polite form of the verb is characterized by the inclusion of the polite DERIVATIVE SUFFIX *-mas-*. The indicative ("present") suffix is *-u*, and the past suffix is *-ta* (the same as for the copula). Verb inflections will be dealt with in detail in subsequent lessons. At this point the student should remember only the polite forms for indicative, negative, past, and negative-past, and the rules for forming these from the dictionary listing of verbs.

(2) Verb Inflections with Polite *-masu* form of the Verb

| | <i>Dictionary</i> | <i>Stem</i> | <i>Formant</i> | <i>Indicative</i> | <i>Negative</i> | <i>Past</i> |
|---------|--------------------|-------------|----------------|-------------------|-------------------|-------------|
| C-Verb: | naku <i>barks</i> | nak- | -i- | nakimá <u>su</u> | nakimasé <u>n</u> | nakimáshita |
| V-Verb: | neru <i>sleeps</i> | ne- | | nemá <u>su</u> | nemasé <u>n</u> | nemáshita |

(3) *Determining Consonant Verbs (C-Verbs) and Vowel Verbs (V-Verbs).* The term "C-Verb" means that the verb stem ends in a consonant, and "V-Verb" means that the verb stem ends in a vowel. Thus, if the stem ends in a consonant (e.g., *nak-barks*) the vowel formant *-i-* must be added before suffixing the polite ending: *nakimásu (he) barks*. If the stem ends in a vowel (e.g., *ne-sleeps*), the ending is added immediately to the stem: *nemásu (he) sleeps*. On the other hand, Vowel Verbs take a consonant formant *-r-* in the plain indicative; e.g., *ne- + -r- + -u* ⇒ *neru*. Vowel Verbs and Consonant Verbs are easily discovered in the vocabulary list of these lessons by checking the plain negative form. If the plain negative ends in *-anai* it is a Consonant Verb; if the plain negative does not end in *-anai* it is a Vowel Verb. In the Vocabulary Index (Appendix 3), C-Verbs and V-Verbs are distinguished with a period between the stem and ending; thus, *nak.u*, a Consonant Verb because the stem ends in a consonant, and *ne.ru*, a Vowel Verb because the stem ends in a vowel.

| <i>Plain Negative</i> | | <i>Consonant Verb</i> | <i>Vowel Verb</i> | <i>(Plain Indicative)</i> |
|-----------------------|----------------|-----------------------|---------------------|---------------------------|
| hashirá <u>anai</u> | doesn't run | hashirimasé <u>n</u> | | (hashíru) |
| hataraká <u>anai</u> | doesn't work | hatarakimasé <u>n</u> | | (hataraku) |
| asobá <u>anai</u> | doesn't play | asobimasé <u>n</u> | | (asobu) |
| tatá <u>anai</u> | doesn't stand | tachimasé <u>n</u> | | (tát <u>su</u>) |
| nená <u>i</u> | doesn't sleep | | nemasé <u>n</u> | (neru) |
| okí <u>anai</u> | doesn't wake | | okimasé <u>n</u> | (okíru) |
| dekakéná <u>i</u> | doesn't go out | | dekakemasé <u>n</u> | (dekakeru) |

The ordinary dictionary, however, doesn't list verbs in this convenient manner. It will be necessary for the student to recognize other means of distinguishing between the two classes of verbs, because proper conjugation of the verb is contingent upon this distinction. The following guide may be of some help:

HOW TO DISTINGUISH CONSONANT AND VOWEL VERBS

If the "dictionary" form *does not* end in -ru it is a C-Verb.

If the "dictionary" form ends in -ru look at the preceding vowel:

- a) Verbs ending in -oru are C-Verbs.
- b) Verbs ending in -aru are C-Verbs.
- c) Verbs ending in -uru are C-Verbs.
- d) Verbs ending in -iru are V-Verbs--except *hashīru runs* and a few others.
- e) Verbs ending in -eru are V-Verbs--except *kāeru returns* and a few others.

(4) *Irregular Verbs.* Fortunately, Japanese has very few irregular verbs (that is, there are very few verbs which cannot be classed either as C-Verb or V-Verb). Essentially, the irregular verbs are three:

IRREGULAR VERBS

| <i>Plain Indicative</i> | <i>Plain Negative</i> | <i>Plain Past</i> | <i>Polite</i> |
|-------------------------|-----------------------|-------------------|---------------|
| suru does | shinai | shita | shimāsu |
| kūru comes | kónai | kitá | kimāsu |
| iku goes | ikanai | ittá | ikimāsu |

A class of Honorific verbs ending in -aru is like C-Verbs except in the polite -masu and imperative inflections:

HONORIFIC VERBS

| <i>Plain Indicative</i> | <i>Plain Negative</i> | <i>Imperative</i> | <i>Polite</i> |
|-------------------------|-----------------------|-------------------|---------------|
| kudasāru gives | kudasarānai | kudasái | kudasaimāsu |
| irasshāru comes | irassharānai | irasshái | irasshaimāsu |

5.1.3. SUBJECT-MARKER PARTICLES *wa* AND *ga*. Up to this point the student has been led to believe that the subject of a sentence is always marked with the particle *wa* which occurs immediately after the noun, or the head noun in a noun phrase. In Lesson 5, sentences in which the subject element is marked with *ga* appear (see the Reading). It will be noted, in BASIC PATTERN 3 (see 5.1.1.), that the particle marking the subject of an indicative or past intransitive verbal clause may be either *wa* or *ga*. However, the particle is *wa* in a negative clause.

The choice of *wa* or *ga* isn't entirely optional, as these diagrams may lead the student to believe. As was explained in Lesson 3 (see 3.3.), the subjects of contrastive clauses (or sentences) are marked with *wa*. But a subject may be marked with *ga* to focus or emphasize it; e.g., *Ano katá wa señsé desu. He is a teacher.* *Ano katá ga señsé desu. He is a teacher.* This last sentence could be the answer to the question: *Dono katá ga señsé desu ka? Who is a/the teacher?* When there is an interrogative word such as *dono*, *dare*, *dore* in the subject slot it is always marked with the particle *ga*, and the subject slot of the answer is always marked with *ga* as well.

RULE OF THUMB FOR *wa* AND *ga*

wa marks a new topic which is brought up for comment, but the presupposition is that the topic is "shared information."

wa contrasts the subjects of two sentences in sequence.

wa marks the subject of a negative sentence (usually, but there are exceptions when *ga* is used).

wa is used to bring a particular slot (like Object, Time, etc.) into focus; in this usage, *wa* replaces *o* or *ga*, but it does not replace other particles such as *ni*, but is added to the particle marker for the slot; e.g., *soko ni wa as for there*.

ga replaces *wa* to emphasize the subject of a copular clause.

ga marks the subject if there is a "question word" (such as *dare*) in the subject slot, and *ga* is also used to mark the subject of the answer.

ga marks the subject of an embedded clause.

5.2. **NEGATIVE QUESTIONS.** Ask a negative question and you get a negative answer. At least this is the way it strikes the native speaker of English when he comes up against negative questions in Japanese. But there is a logic at work, as we have tried to explain in the English equivalents to the drills. To the question: *Kono hōn wa omoshiroku arimasēn ka? Is this book not interesting?* the answer *Hāi. Yes.* would imply that one agreed with what was said; i.e., that he thought the book uninteresting. To indicate that one did, in fact, find the book interesting, he feels he first has to negate the statement which was put in the negative. The result: *Īe, omoshirōi desu. No, it is interesting.*

5.3. **INTRANSITIVE VERBS.** Verbs introduced in Lesson 5 are intransitive, which means that these verbs do not take an object. Transitive verbs (verbs which may take an object) are introduced in Lesson 6.

The first four lessons concentrate on two basic sentence patterns in Japanese; i.e., Copular sentences and Adjectival sentences. Basic elements of these two types are Subject and Predicate, the contrast between them being shown in the Predicate slot. Verbal sentences (the third, and last, basic sentence type) are those sentences where the predicate slot is filled by a verb.

THREE BASIC SENTENCES

| | | |
|----------------------------|----------------------|------------------------|
| <i>Copular Sentence</i> | 【 Noun + <i>wa</i> 】 | 【 Noun + <i>desu</i> 】 |
| <i>Adjectival Sentence</i> | 【 Noun + <i>wa</i> 】 | 【 Adjective 】 |
| <i>Verbal Sentence</i> | 【 Noun + <i>wa</i> 】 | 【 Verb 】 |

5.3.1. **THE DIRECTION ELEMENT** (*see also 12.1*). Verbal sentences are expanded by the addition of a variety of elements (slots), each accompanied by its distinctive marker particle. In this lesson, the Direction element and its marker, *ni*, are introduced in Drill 10.

Verbal Sentence with Direction 【 Noun + *wa* 】 【 Noun + *ni* 】 【 Verb 】

Hārisu-sensē wa gakkō ni kimashita.
Professor Harris came to school.

SECTION 5. DIALOGUE

クラーク： 山本さん、 こんにちは。

山 本： こんにちは、 クラークさん。 おかわり ありませんか。

クラーク： はい、 おかげさまで。 山本さんは？

山 本： ええ、 わたしも。



クラーク： 山本さん、 すみませんが、 車が 動きません。

山 本： それは 困りましたね。

クラーク： ええ。

山 本： エンジンが わるいですか。

クラーク： たぶん そうです。

山 本： ああ、 わかりました。 すぐ なおります。

- Kuráku: Yamamoto-saṅ, koṅnichi wa.
Yamamoto: Koṅnichi wa, Kuráku-saṅ. O-kawari arimasēn ka?
Kuráku: Háí, o-kage-sama de. Yamamoto-saṅ wa?
Yamamoto: Ē, watashi mo.
Kuráku: Yamamoto-saṅ, sumimasēn ga, kuruma ga ugokimasēn.
Yamamoto: Sore wa komarimáshita ne.
Kuráku: Ē.
Yamamoto: Ēnjiṅ ga warúi desu ka?
Kuráku: Tábuṅ sô desu.
Yamamoto: Á, wakarimáshita. Súgu naorímásu.

English Equivalents

- Clark: Hello, Mr. Yamamoto.
Yamamoto: Hello, Mr. Clark. How are you (*lit.*, Is there no change)?
Clark: Fine, thank you (*lit.*, by your favor). And how are you?
Yamamoto: Yes, I'm fine, too.
Clark: Mr. Yamamoto, pardon me, but (my) car won't go.
Yamamoto: You're in a fix, aren't you.
Clark: Yes.
Yamamoto: Is it the motor (*lit.*, Is the engine bad)?
Clark: Probably so.
Yamamoto: I've found your trouble (*lit.*, Oh, I understand). It will be repaired right away.

SECTION 6. READING

中村さんは つかれました。
だから、中村さんは 働きません。
でも、田中さんは 働きます。

子どもは あそびます。けれども、
おとなは あそびません。
この人は はしります。けれども、
あの人は はしりません。

中村さんが 来ました。
中村さんは ふとりました。
10 私はおどろきました。
佐藤さんは 来ませんでした。
佐藤さんは やせました。
病気で。

15 米「ク拉克さんは 行きました。
ハリスさんは 行きませんか。
ハリス「ええ、行きません。山本さん

は……。
米「私も 行きません。」

20 私の新しい車は 動きませんでした。
エンジンが わるいです。
困りました。

ホワイトさんの 古い車は
なおりました。
ホワイトさんは 出かけました。

SECTION 7. EXERCISES

Change the following sentences to the form indicated in parentheses:

1. わたしは あした 働きます。 (Negative)
2. クラークさんは 出かけません。 (Past--add きのう)
3. トムは ねます。 (Past)
4. この 車は なおります。 (Negative)
5. わたしは あそびます。 (Past)

Answer in Japanese, using the cue given in parentheses:

6. この 本は 高く ありませんか。 (はい)
7. 中村さんは 出かけますか。 (いいえ)
8. これは あなたの 車ですか。 (いいえ)
9. あなたは ねませんでしたか。 (ええ)
10. あの人は 病気ですか。 (いいえ)
11. あなたは おどろきませんでしたか。 (いいえ)

Express in Japanese:

12. I ran.
13. The boy will get up.
14. The man did not go.
15. The American worked.
16. The car will not go (move).

Add accent marks to all the above.

SECTION 8. VOCABULARY ENRICHMENT

Getting Acquainted

(Useful Expressions from Unit 4, pp.31-32)

- A: 私は_____です。どうぞ よろしく。 I am _____. How do you do?
- B: はじめまして、どうぞ よろしく。 I am pleased to meet you.
- A: ご招待を ありがとう ございます。 Thank you for inviting me (today).
- B: どうぞ めしあがって ください。 Please eat.
- A: では、いただきます。 (Said before beginning to eat.)
- B: どうぞ。 Please.
- A: お先に。 (Excuse me for) going ahead.
- B: どうぞ。 Please.
- B: あじは いかがですか。 How does it taste?
- A: たいへん けっこうです。 Very good!
- B: ごはんの おかわりは いかがですか。 Would you like some more rice?
- A: いいえ、けっこうです。 No, thank you.
- A: ごちそうさま。 Thank you (lit. It was a feast).
- B: おそまつさま でした。 No, no (lit. It was rough fare)!

いいですか?

- いいですか。 では、はじめます。 Are you ready? Well, we will begin.
- もう いいですか。 Are you all right now?
- Q: おさとうが いらいますか。 Do you want sugar?
- A: いいです。 No, thank you.
- A: お天気が いいですね。 Nice weather, isn't it?
- B: ええ、いいですね。 Yes, it is, isn't it?
- A: あした つごうは どうですか。 Is tomorrow convenient for you?
- B: ええ、いいですよ。 Yes, it's O.K.

SECTION 9. SUMMARY TEST. Lessons 1-5 (For answers see Appendix 4)

- I. かんじ、おくりがな、ひらがな、カタカナ 漢字+おくりがな
(ひらがな/カタカナ)
- わたくしのいぬは____です。 なきません。 ____。
ちいさい びょうき うごきません。
こまりました。
 - Convenience Storeは便利です。
() ()
 - Q: ____さんのきれいな____は____ですか。
やまむら くるま あたらしい
 - A: いいえ、____です。
ふるい
 - Johnsonさんのおくさんの____この先生は、きのう、がっこうに____でした。
() にほん きません
- II. Rewrite the following in negative form.
- あの人は学生です。(Neg.) _____
 - クラークさんは あした でかけます。(Neg.) _____
 - このやさいは 新しいです。(Neg.) _____
 - 子どもは やかましかったです。(Neg.) _____
 - この本は わたしのです。(Neg.) _____
- III. Supply appropriate particles. Mark "X" where not needed.
- 山田さん__新しい__車__動きません。
 - この__パン__おいしく__ありません。
 - これ__わたし__ボールペン__ありません。 あね__です。
 - どなた__中村さんですか。
- IV. Make your own sentence using the verb given.
- ____あそびます。
 - ____行きませんでした。
 - ____かえりました。
 - ____すわります。
 - ____なおりません。

V. Fill in the blanks in the chart. Do not use kanji.

| Dictionary Form | Polite Form | Negative Polite Form | Past Polite Form |
|-----------------|-------------|----------------------|------------------|
| きれい | きれいです | きれいではありません | きれいでした |
| 出かける | | | |
| たつ | | | |
| 病気 | | | |
| あつい | | | |
| 大きい | | | |
| はしる | | | |
| 不便 | | | |
| ふとる | | | |
| 働く | | | |
| ねる | | | |

VI. Express in Japanese.

1. Is Tom your younger brother? _____
2. Was that French book difficult? _____
3. I'm going to Tokyo tomorrow. _____
4. My new ball-point pen is no good. _____
5. My father is going to return to America tomorrow. _____

LESSON 6

BUYING AND EATING

PROBLEM: As in English, the distinction between transitive and intransitive verbs is not indicated in the "shape" of the word, but in the larger context of clause--i.e., transitive verbs "take an object."

OBJECTIVE: (1) To introduce the Transitive Verbal Clause.
(2) To present the Topic and Subject slots in transitive verbal clauses.

SECTION 1. VOCABULARY

Drill

| | | |
|--------------------|--------------------|--|
| を | を | <i>particle, Object marker</i> |
| 買う (買わない; 買った) | かう (かわない; かった) | <i>vt buys</i> |
| 売る (売らない; 売った) | うる (うらない; うった) | <i>vt sells</i> |
| 読む (読まない; 読んだ) | よむ (よまない; よんだ) | <i>vt reads</i> |
| 見る (見ない; 見た) | みる (みない; みた) | <i>vt sees; looks at</i> |
| ごはん | ごはん | (cooked) rice; a meal |
| 食べる (食べない; 食べた) | たべる (たべない; たべた) | <i>vt eats</i> |
| (お)さけ | (お)さけ | sake (Japanese rice wine) (or alcoholic drinks in general) |
| 飲む (飲まない; 飲んだ) | のむ (のまない; のんだ) | <i>vt drinks</i> |
| ビール | ビール | beer |
| パン | パン | bread |
| ケーキ | ケーキ | cake |
| おちゃ | おちゃ | (Japanese) tea |
| コーヒー | コーヒー | coffee |

| | | |
|--------------------------|--------------------------|---|
| てがみ | てがみ | letter (epistle) |
| かく (かかない; かいた) | かく (かかない; かいた) | vt writes; draws; paints |
| え | え | (a) picture (drawing; painting) |
| えいが | えいが; えいが | movie |
| その子 | そのこ | the (lit., that) child |
| べんきょう | べんきょう | study |
| はじめる (はじめない; はじめた) | はじめる (はじめない; はじめた) | vt begins |
| 着物 | きもの | kimono (Japanese style dress) |
| きる (きない; きた) | きる (きない; きた) | vt wears; puts on (clothing) |
| (お)はし | (お)はし | chopsticks |
| つかう (つかわない; 使った) | つかう (つかわない; 使った) | vt uses |
| ドア | ドア | door |
| あける (あけない; あけた) | あける (あけない; あけた) | vt opens |
| まど | まど | window |
| しめる (しめない; しめた) | しめる (しめない; しめた) | vt closes; shuts |
| に | に | particle, Indirect Object marker |
| 日本語 | にほんご | Japanese (language) |
| ～語 | ～ご | language (e.g., the Japanese language) (noun suffix) |
| おしえる (おしえない; おしえた) | おしえる (おしえない; おしえた) | vt teaches |
| あげる (あげない; あげた) | あげる (あげない; あげた) | vt gives (someone) |
| トランジスターラジオ | トランジスターラジオ | transistor radio |

| | | |
|--------------------|--------------------|-----------------------|
| とけい | とけい | (a) watch; clock |
| カメラ | カメラ | camera |
| イギリス人 | イギリスじん | Englishman |
| クーラー | クーラー | air-conditioning unit |
| 見せる (見せない; 見せた) | みせる (みせない; みせた) | vt shows |
| テレビ | テレビ | television |
| 何 | なに | what? |
| する (しない; した) | する (しない; した) | vt does |

Dialogue

| | | |
|------|------------|--|
| 林 | はやし | Hayashi (personal name) |
| 食べ物 | たべもの; たべもの | food |
| すきやき | すきやき | sukiyaki (a Japanese food) |
| と | と | and (a conjunctive used between nouns or noun phrases) |
| てんぷら | てんぷら | tempura (deep-fat fried food) |

Reading

| | | |
|----|-----|--------------|
| 赤い | あかい | adj (is) red |
|----|-----|--------------|

Common Expressions

| | | |
|---------|---------|--|
| そうですね。 | そうですね。 | Let's see . . . / Let me think |
| ええ、どうも。 | ええ、どうも。 | Thank you. |
| ～ませんか。 | ～ませんか。 | Won't you . . . ? |

SECTION 2. KANJI STUDY

| | | | | |
|------|---|----|----|------|
| 1483 | 買 | 買う | かう | か(う) |
| 1477 | 売 | 売る | うる | う(る) |
| 1424 | 読 | 読む | よむ | よ(む) |

| | | | | |
|------|---|-----|--------------|-------|
| 460 | 見 | 見る | <u>みる</u> | み(る) |
| 940 | 食 | 食べる | <u>たべる</u> | た(べる) |
| 44 | 飲 | 飲む | <u>のむ</u> | の(む) |
| 1621 | 物 | 着物 | き <u>もの</u> | もの |
| 522 | 語 | 日本語 | に <u>ほんご</u> | ゴ |
| 1892 | 林 | 林 | <u>はやし</u> | はやし |
| 1045 | 赤 | 赤い | <u>あかい</u> | あか(い) |

New Readings

| | | | | |
|-----|----|---|-----------|-----|
| 115 | 何: | 何 | <u>なん</u> | (1) |
| | | 何 | <u>なに</u> | |

SECTION 3. DRILL

Substitution:

1. (a) わたしは 本を 買います。

Cues: a) 売る

b) 読む

c) 見る

Expansion:

- (b) Add あした to the sentences in 1(a).

Example: わたしは あした 本を 買います。

Substitution:

- (c) わたしは 安い本を 買います。

Cues: a) 高い 売る

- b) 古い 読む
c) 新しい 見る

Expansion:

(d) Add あした to the sentences in 1(c).

Example: わたしは あした 安い本を 買います。

Substitution:

2. わたしは ごはんを 食べません。

- Cues: a) おさけ 飲む
b) ビール
c) パン 食べる
d) ケーキ

Question-Answer:

3. Q: あなたは ごはんを 食べますか。

A: はい、(ごはんを) 食べます。

- Cues: a) パン
b) ケーキ
c) にく

4. Q: あなたは おさけを 飲みますか。

A: (a) いいえ、(おさけを) 飲みません。

(b) いいえ、(おさけは) 飲みません。

- Cues: a) おちゃ
b) ビール
c) コーヒー

Substitution:

5. (a) 子どもは ごはんを 食べました。

- Cues: a) 本 読む

- b) コーヒー 飲む
- c) てがみ かく
- d) え かく
- e) えいが 見る

Expansion:

- (b) Add きのう to the sentences in 5(a).

Example: 子どもは きのう ごはんを 食べました。

- (c) Add すぐ to the sentences in 5(a).

Example: 子どもは すぐ ごはんを 食べました。

Substitution:

6. その子は 本を 買いませんでした。

- Cues: a) ペンきょう はじめる
 b) 着物 きる
 c) はし つかう
 d) ドア あける
 e) まど しめる

Question-Answer:

7. Q: 子どもは にくを 食べましたか。

A: (a) はい、(にくを) 食べました。

(b) はい、(にくは) 食べました。

Cues: a) パン

b) ケーキ

c) ごはん

8. Q: 子どもは にくを 食べましたか。

A: (a) いいえ、(にくは) 食べませんでした。

(b) いいえ、(にくを) 食べませんでした。

- Cues: a) パン
b) ケーキ
c) ごはん

Substitution:

9. 日本人は ホワイトさんに 日本語を おしえます。

- Cues: a) 中国人 中国語
b) フランス人 フランス語
c) アメリカ人 えい語の本あげました。
d) ドイツ人 ドイツ語

10. 日本人は アメリカ人に トランジスターラジオを 売ります。

- Cues: a) ドイツ人 とけい
b) フランス人 カメラ
c) イギリス人 クーラー
d) 中国人 着物

11. 先生は わたしに がっこうの クーラーを 見せました。

- Cues: a) 山本さん カメラ
b) ホワイトさん とけい
c) ^{さとう}佐藤さん 本
d) ハリスさん テレビ

Situation-Response (Question-Answer):

12. The tutor gives the situation, or statement, and then questions the student about the content.

Situation: わたしは ^{さとう}佐藤さんに 本を あげました。

(a) Q: だれが 佐藤さんに 本を あげましたか。

A: あなたが (佐藤さんに) (本を) あげました。

(b) Q: わたしは だれに 本を あげましたか。

A: (あなたは) 佐藤さんに (本を) あげました。

(c) Q: わたしは 佐藤さんに 何を あげましたか。

A: (あなたは) (佐藤さんに) 本を あげました。

(d) Q: わたしは 何を しましたか。

A: (あなたは) 佐藤さんに 本を あげました。

English Equivalents

1. (a) I buy books. / I (will) buy a book.
a) I sell books. / I (will) sell a book.
b) I read books. / I (will) read a book.
c) I look at books. / I (will) see/look at a book.

(b) I'm going to/will buy (a) book(s) tomorrow.

(c) I buy cheap books. / I'm going to buy a cheap book.
a) I sell expensive books. / I'm going to sell an expensive book.
b) I read old books. / I'm going to read an old book.
c) I look at new books. / I'm going to look at a new book.

(d) I'm going to buy a cheap book (or books) tomorrow.
2. I don't (or will not/am not going to) eat rice (or a meal).
a) I don't drink sake.
b) I don't drink beer.
c) I don't eat bread.
d) I don't eat cake.
3. Q: Do you drink sake?
A: Yes, (I) drink (sake).

a) Do you drink (Japanese) tea?
b) Do you drink beer?
c) Do you drink coffee?
4. Q: Do you drink sake?
A: (a) No, (I) don't drink (sake).
(b) No, (I) don't drink (sake).

a) Do you drink (Japanese) tea?
b) Do you drink beer?
c) Do you drink coffee?
5. (a) The child(ren) (or my child) ate rice/his meal.
a) The child read a book.
b) The child drank coffee.
c) The child wrote a letter.
d) The child drew a picture.
e) The child saw a movie.

(b) The child(ren) (or my child) ate rice yesterday.

(c) The child(ren) (or my child) ate (his meal) right away.

6. The (*lit.*, That) child didn't buy a/the book(s).
a) The child didn't begin studying. / The child didn't begin his study.
b) The child didn't dress (*lit.*, put on a/his/her kimono).
c) The child didn't use chopsticks.
d) The child didn't open the door.
e) The child didn't shut the window.
7. Q: Did (the) child(ren) eat (the) meat?
A: (a) Yes, (the) child(ren) ate (the) meat.
(b) Yes, (the) child(ren) ate (the) meat.

a) Did (the) child(ren) eat bread?
b) Did (the) child(ren) eat cake?
c) Did (the) child(ren) eat rice/the meal?
8. Q: Did (the) child(ren) eat (the) meat?
A: (a) No, (the) child(ren) didn't eat (the) meat.
(b) No, (the) child(ren) didn't eat (the) meat.

a) Did (the) child(ren) eat bread?
b) Did (the) child(ren) eat cake?
c) Did (the) child(ren) eat rice/the meal?
9. A Japanese teaches Mr./Mrs./Miss White (the) Japanese language.
a) A Chinese teaches Mr. White Chinese.
b) A Frenchman teaches Mr. White French.
c) An American gave Mr. White an English book.
d) A German gave Mr. White a German book.
10. (The) Japanese sell Americans transistor radios. / Japanese sell transistor radios to Americans.
a) Japanese sell Germans watches/clocks.
b) Japanese sell the French cameras.
c) Japanese sell the English air-conditioning units.
d) Japanese sell Chinese kimonos.
11. (The) teacher showed me (the) school air-conditioning unit.
a) The teacher showed Mr./Mrs./Miss Yamamoto the school camera.
b) The teacher showed Mr./Mrs./Miss White the school clock.
c) The Teacher showed Mr./Mrs./Miss Sato the school book(s).
d) The teacher showed Mr./Mrs./Miss Harris a/the school television.
12. Situation: I gave Mr./Mrs./Miss Sato a/the book(s).
a) Q: Who gave Mr. Sato the book?
A: You gave (Mr. Sato) (the book).
b) Q: To whom did I give the book?
A: (You) gave (the book) to Mr. Sato.
c) Q: What did I give Mr. Sato?
A: (You) gave (Mr. Sato) the book.
d) Q: What did I do?
A: (You) gave Mr. Sato the book.

SECTION 4. GRAMMAR

6.1. KINDS OF CLAUSES. With this lesson we introduce the last of the four kinds of clauses in Japanese: Transitive Verbal Clause. The total list is given below:

SIMPLE SENTENCE BASE

1. Copular Clause
2. Adjectival Clause
3. Intransitive Verbal Clause
4. Transitive Verbal Clause

These clauses receive their names from the nature of the predicate. Thus, a copular clause has a predicate which contains the copula, an adjectival clause has a predicate which contains an adjective, and the predicate of verbal clauses is a verb. Intransitive and Transitive Verbal Clauses are distinguished by the fact that the latter type can include a direct object of the verb whereas the former cannot.

6.2. SIMPLE SENTENCES MADE FROM THE TRANSITIVE-VERBAL-CLAUSE BASE. Transitive verbal clauses are clauses containing a verbal predicate and optional object and indirect-object elements.

6.2.1. TRANSITIVE VERBAL CLAUSE: BASIC PATTERN 4

(1) Basic Pattern 4(a): Indicative

| <i>Subject</i> | <i>Object</i> | <i>Predicate</i> | |
|----------------------|---------------|------------------|------------------------------|
| | | 【 tabemásu 】 | (He/she/it/etc.) eats. |
| | 【 páñ o 】 | 【 tabemásu 】 | (He/she/it/etc.) eats bread. |
| 【 kodomo (wa) (ga) 】 | | 【 tabemásu 】 | (The) child eats. |
| 【 kodomo (wa) (ga) 】 | 【 páñ o 】 | 【 tabemásu 】 | (The) child eats bread. |

(2) Basic Pattern 4(b): Past

| <i>Subject</i> | <i>Ind. Obj.</i> | <i>Object</i> | <i>Predicate</i> | |
|---------------------|------------------|---------------|------------------|---|
| | | | 【 oshiemáshita 】 | (He/she/etc.) taught. |
| | | 【 ēgo o 】 | 【 oshiemáshita 】 | (He) taught English. |
| | 【 kodomo ni 】 | | 【 oshiemáshita 】 | (He) taught the child. |
| | 【 kodomo ni 】 | 【 ēgo o 】 | 【 oshiemáshita 】 | (He) taught the child English. |
| 【 señsé (wa) (ga) 】 | | | 【 oshiemáshita 】 | (The) teacher taught. |
| 【 señsé (wa) (ga) 】 | | 【 ēgo o 】 | 【 oshiemáshita 】 | (The) teacher taught English. |
| 【 señsé (wa) (ga) 】 | 【 kodomo ni 】 | 【 ēgo o 】 | 【 oshiemáshita 】 | (The) teacher taught (the) child English. |

(3) Negative

| Subject | Object | Predicate | |
|---------------|---------------------|---------------|--------------------------------|
| | | 【 tabemasén 】 | (He/she/it) doesn't eat. |
| | 【 pán (o) (wa) 】 | 【 tabemasén 】 | (He) doesn't eat bread. |
| 【 kodomo wa 】 | | 【 tabemasén 】 | (The) child doesn't eat. |
| 【 kodomo wa 】 | 【 pán (o) (wa) 】 | 【 tabemasén 】 | (The) child doesn't eat bread. |

(4) Negative-Past

| Subject | Ind. Obj. | Object | Predicate | |
|--------------|---------------|---------------------|------------------------|---|
| | | | 【 oshiemasén deshita 】 | (He/she/etc.) didn't teach. |
| | | 【 ēgo (o) (wa) 】 | 【 oshiemasén deshita 】 | (He) didn't teach English. |
| | 【 kodomo ni 】 | 【 ēgo (o) (wa) 】 | 【 oshiemasén deshita 】 | (He) didn't teach the child English. |
| 【 señsē wa 】 | 【 kodomo ni 】 | 【 ēgo (o) (wa) 】 | 【 oshiemasén deshita 】 | (The) teacher didn't teach (the) child English. |

6.2.2. THE OBJECT. There are certain verbs which may occur in a clause with a unit of grammar which we call Object (or "direct object"). The term "object" refers to the element in a clause which is the *goal* of the action of the verb. The native speaker of English is familiar with this structure in his own language, though the object comes after the verb in English and before the verb in Japanese. A transitive verbal clause, then, is a clause in which the object may occur.

(1) *Optional and Obligatory Elements.* It will be noticed that we have used the expression "may occur" when speaking of the object element in transitive verbal clauses. The patterns presented in 6.2.1., as well as the drills of this lesson, illustrate the optional status of the object. Therefore, the object is an optional element of transitive verbal clauses. However, the object element cannot occur in intransitive verbal clauses, nor can it occur in adjectival or copular clauses.

Omission of the object is easy enough to understand in sentences like *Kodomo wa (gôhān o) tabemáshita.* (*The) child ate (a meal).* In English, too, such sentences usually omit the object: *The child ate.* But in many instances, especially when the object is understood or has been mentioned previously in the conversation, this characteristic omission of the object in Japanese can be puzzling to the beginner; e.g.,

Q: Sono ēga o mimáshita ka? Did you see that movie?
A: Mimáshita. (I) saw (it).

As the patterns of 6.2.1. show, in transitive verbal clauses (as in all clause types) all elements except the predicate are optional.

(2) *The Object-Marker Particle o.* Conveniently Japanese marks the object element of the clause overtly with a particle: *o.* In fact, all slots such as Subject,

Object, Indirect Object, etc., except the Predicate, are marked at the end of the slot by a particle. These particles are something like prepositions in English, but since they come at the end of the slot perhaps they should be called *post-positions*. The fact that these slots (or functions) are so well marked by these distinctive particles makes it possible to change the order of the slots and still not alter the meaning of the sentence.

(3) *The Use of wa to Focus.* As the drills of this lesson illustrate, the Object slot is normally marked with the particle *o* unless the speaker wishes to focus (or emphasize, or call attention to) this slot. In such a case the object is marked with *wa*. Any slot in a sentence can be put in focus by marking it with *wa*. Compare the following two sentences:

Kodomo ni ēgo wa oshiemasēn deshita. (He) didn't teach the child(ren)

English.

Kodomo ni wa ēgo o oshiemasēn deshita. (He) didn't teach English to children.

(4) *Nāni (what) as Object.* The word *nān* *what?* was introduced in Lesson 1; e.g., *Kore wa nān desu ka? What is this?* The word *nāni* *what?* which occurs in the present lesson in the Object slot is the same word; the form is changed because it is followed immediately by the vowel *o*. Remember that the form of this word before the object-marker particle and also before the subject-marker particle *ga* is *nāni*. Thus,

Nāni o tabemāshita ka?

What did (you) eat?

Nāni ga arimāsu ka?

What is there?

6.2.3. THE INDIRECT OBJECT. This lesson points up another feature of transitive verbal clauses: the indirect-object element. The indirect object can be thought of as a *second goal* of the action of the verb. However, this element is much like the traditional indirect object in English (except there is no special objective form of the pronoun to fill this slot as in English, *Give me the book*). Like the object, the indirect object is marked by a particle (*ni*) which comes after the indirect-object noun, or after the noun head of a noun phrase. As was explained above, the particle *wa* may be attached to the indirect-object element to focus it, but *wa* does not replace the particle *ni* as it does the particle *o*.

6.2.4. TWO CLASSES OF TRANSITIVE VERBS. The indirect object is optional in certain transitive verbal clauses, which means it may or may not occur, but it is obligatorily absent from other transitive clauses. For this reason, the drills of this lesson are designed to call attention to two classes of transitive verbs. In 6.2.1. these are distinguished as Basic Pattern 4(a) and 4(b). The fact is, in Japanese, the indirect-object slot may occur with some transitive verbs but not with others. Certain verbs cannot take an indirect object. One such verb is *tabēru* *eats*.

6.3. INVITATIONS. Invitations and requests are often phrased as negative questions for the sake of politeness, but are answered as if they were affirmative questions (see 5.2. for negative questions). The opening sentence of the Dialogue is such an invitation:

Jōnson-saṅ, kōhī o nomimasēn ka?

Mr. Johnson, won't you have some coffee?

Ē, dōmo.

Yes, thanks.

SECTION 5. DIALOGUE

- 林 : ジョンソンさん、 コーヒーを 飲みませんか。
 ジョンソン : ええ、 どうも。
 林 : わたしは おちゃを 飲みます。
 ジョンソン : ところで、 林さんは おさけを 飲みますか。
 林 : ええ、 飲みます。 ジョンソンさんは？
 ジョンソン : わたしは おさけは 飲みません。
 林 : ジョンソンさんは 日本の 食べ物を 食べましたか。
 ジョンソン : ええ、 食べました。
 林 : 何を 食べましたか。
 ジョンソン : そうですね。 すきやきと てんぷらです。
 林 : おいしかったですか。
 ジョンソン : はい、 おいしかったです。



English Equivalents

- Hayashi: Mr. Johnson, won't you have some coffee?
 Johnson: Yes, thanks.
 Hayashi: I'm drinking (Japanese) tea.
 Johnson: By the way, do you drink sake (or alcoholic beverages)?
 Hayashi: Yes (I drink it). How about you?
 Johnson: I don't drink sake.
 Hayashi: Have you eaten (*lit.*, did you eat) Japanese food?
 Johnson: Yes, I have.
 Hayashi: What have you eaten (*lit.*, what did you eat)?
 Johnson: Let's see . . . Sukiyaki and tempura.
 Hayashi: Was it good?
 Johnson: Yes, it was good.

SECTION 6. READING

田中さんは おさけを 飲みます。
クラークさんは 飲みません。
私は すきやきは 食べます。
けれども、てんぷらは 食べません。

5 佐藤^{さとう}さんは その えいがを
見ました。

スミスさんは 見ませんでした。

10 日本人は はしを つかいます。
けれども、アメリカ人は はしを
つかいません。

ドイツ人は ビールを 飲みます。
アメリカ人は コーヒーを 飲みます。

15 その 男の人は 新しい新聞を
読みました。
あの 女の人は 古い新聞を

読みました。

あなたは 何を 読みましたか。

私は 文学^{ぶんがく}の 本を 読みました。

私は 古い車を 売りました。

20 そして 赤い ドイツの車を
買いました。

あの ドイツ人が 私に 車を
売りました。

その 車は 高かったです。でも、
25 いい車です。

その ドイツ人は 私に ドイツ語を
おしえます。

私は その人に 日本語を
おしえます。

SECTION 7. EXERCISES

Fill each blank with an appropriate particle:

1. だれ _____ ともうと _____ ケーキ _____ 食べました _____ 。
 トム _____ 食べました。
2. わたし _____ 子ども _____ えい語 _____ おしえます。
3. あなた _____ 何 _____ しました _____ 。
 べんきょう _____ しました。
4. ホワイトさん _____ 何 _____ おしえました _____ 。
 えい語 _____ おしえました。
5. だれ _____ この きれい _____ え _____ かきました _____ 。
 ^{さとう}佐藤さん _____ かきました。

Change each sentence to the form indicated in parentheses:

6. わたしは コーヒーを 飲みます。 (Past)
7. 子どもは ケーキを 食べます。 (Negative)
8. クラークさんは わたしに カメラを 見せました。 (Negative)
9. その 男の子は 着物を きます。 (Negative Past)

Express in Japanese:

10. I sold him my camera.
11. That small boy (over there) does not read books.
12. What do you (or will you / are you going to) teach him?
13. Japanese use chopsticks.
14. Do you drink beer?

Add accent marks to all the above.

SECTION 8. VOCABULARY ENRICHMENT

Telephone!

(Useful Expressions from Unit 5, p.38)

電話です。

もしもし、_____さんのおたくですか。

はい、そうです。

いいえ、ちがいます。

私は_____です。

_____さんは いらっしゃいますか。

はい、ちょっと 待ってください。

いいえ、いま いません。

お待たせしました。

私は 日本語が わかりません。

あなたは えい語が わかりますか。

すみません。もう ちょっと

ゆっくり 話してください。

よく わかりません。

わかりました。

では、 さようなら。

Telephone!

Hello! Is this _____'s residence?

Yes, it is.

No, it isn't (lit. it's different).

This is _____.

Is _____ in?

Yes, wait a moment, please.

No, he/she's not here now.

(I'm sorry) I kept you waiting.

I don't understand Japanese.

Do you understand English?

Pardon me. Please talk a little more slowly.

I don't/didn't understand (very) well.

I understand/understood.

Well, good-bye.

何を 食べますか?

Japanese Food Menu

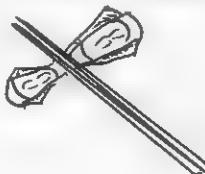
| | |
|-------------|---|
| すきやき | meat and vegetable stew |
| てんぷら | fish and vegetables fried in deep fat |
| とんかつ | pork cutlet |
| やきとり | chicken shishkabob |
| さしみ | sliced raw fish |
| ていしょく | set menu |
| e.g. やきざかな | ていしょく |
| おべんとう | box lunch |
| e.g. まくのう | べんとう |
| どんぶり | fancy box lunch |
| | rice served in large bowl with various types of topping |
| e.g. てんどん | rice topped with tempura |
| かつどん | rice topped with pork cutlet |
| そば | buckwheat (served as noodles) |
| e.g. きつねそば | |
| | soba topped with fried tofu |
| うどん | noodles |
| e.g. おかめうどん | |
| | udon topped with various foods including fish cake |
| すし | venegared rice (usually topped with fish) |
| e.g. おにぎり | rice ball |
| まきずし | sushi rolled in seaweed |
| いぎり | sushi topped with raw fish |
| ちらし | sushi mixed with various foods |

Western Food Menu

| | |
|--------|---|
| カレーライス | curried rice |
| グラタン | macaroni gratin casserole |
| ステーキ | beef steak |
| スパゲティー | spaghetti |
| ハンバーガー | hamburger |
| ピザ | pizza |
| ピラフ | pilaf (seasoned rice with meat or sea food) |
| ホットドック | hot dog |
| ポテトフライ | french fried potatoes |

Spices

| | |
|-------|----------------------|
| からし | mustard |
| しょうゆ | soy sauce |
| わさび | Japanese horseradish |
| ケチャップ | ketchup |



SECTION 9. SELF TEST (For answer see Appendix 4)

I. 漢字+おくりがな
(ひらがな/カタカナ)

- きのう、わたしは 古い camera を () () ました。そして 新しいのを () ました。
- はやしさんは わたしに 車の eakon (air-conditioner) を () () ました。
- () と () は 高いです。
のみもの たべもの ()
- わたしは () の 新聞を () ません。

II. Supply particles where needed.

- 日本人はおちゃ__飲みます。 コーヒー__飲みます。
- 先生は何__おしえます__。
- あなたはだれ__てがみ__かきました__。
- えいが__ 見ませんか。
- 東京__行きましたか。

III. Answer the questions, based on the sentence given.

クラークさんは むすこさんに スイスのとけいを あげました。

(a) Q: だれが クラークの息子^{むすこ}さんに とけいを あげましたか。

A: _____

(b) Q: クラークさんは だれに とけいを あげましたか。

A: _____

(c) Q: 何を あげましたか。

A: _____

(d) Q: 何のとけいでしたか。

A: _____

(e) Q: クラークさんは 何をしましたか。

A: _____

IV. Complete the chart.

| Dictionary Form | -masu Form | English |
|-----------------|------------|---------|
| あげる | | |
| 食べる | たべます | |
| かく | | Writes |
| 読む | | |
| 売る | | |
| 買う | | |
| 見る | | |
| つかう | | |

V. Express in Japanese.

1. I am going to study (lit., do a study of) Japanese literature.

2. Mr. (Teacher) Yamada taught me Japanese history.

3. My teacher uses a red pencil. _____

4. Who are you going to write that letter to? _____

5. Will you have some (Japanese green) tea? _____

LESSON 7

WHERE, WHO, AND WHAT

PROBLEM: There are two verbs to express "is" (existence in a certain location), one used with animate (or mobile) objects, and one used with inanimate objects.

OBJECTIVE: (1) To present the peripheral element, Location.
(2) To present the two verbs meaning "is" ("to exist").

SECTION 1. VOCABULARY

Drill

| | | |
|-----------------|-----------------|---|
| ここ | ここ | here |
| に | に | particle, Location marker |
| ある (ない; あった) | ある (ない; あった) | vi is (inanimate) |
| しゃしん | しゃしん | photograph |
| そこ | そこ | there |
| 病院 | びょういん | hospital |
| 学校 | がっこう | school |
| 大学 | だいがく | university; college |
| かいしゃ | かいしゃ | company; firm |
| こうじょう | こうじょう | factory |
| あそこ | あそこ | over there |
| 銀行 | ぎんこう | (a) bank |
| えき | えき | station (railroad) |
| 高校 | こうこう | high school |
| にくや(さん) | にくや(さん) | butcher (shop); meatman |
| ～や | ～や | person or shop engaged in re-tail business (e.g., pān-ya bread store/bread-man) |
| やおや(さん) | やおや(さん) | vegetable(-fruit) shop/seller |

| | | |
|-----------------|-----------------|--|
| 絵 | え | (a) picture (drawing; painting) |
| (お)ふろ | おふろ; ふろ | ofuro (Japanese style bath); bath (for bathing) (<i>The polite form ofuro is always used by women and has also come to be generally used by men. The form furô is sometimes used by men but never by women.</i>) |
| テーブル | テーブル | table |
| いす | いす | chair |
| ラジオ | ラジオ | radio |
| うち | うち; ~うち | house |
| 前 | まえ | before; in front (of) |
| いる (いない; いた) | いる (いない; いた) | vi is (animate) |
| 後ろ | うしろ | behind; in back (of) |
| どこ | どこ | where? |
| よこ | よこ | (the) side; beside |
| となり | となり | (right) next to (physical proximity) (<i>only for like things</i>) |
| みぎ | みぎ | right (side/direction) |
| ひだり | ひだり | left (side/direction) |
| 上 | うえ; ~うえ | on top (of); above |
| そば | そば | beside; nearby |
| (お)てあらい | (お)てあらい | toilet (<i>lit.</i> , washroom) |
| トイレ | トイレ | toilet (<i>term preferred by men</i>) |
| みぎの方 | みぎのほう | (the) right side; to the right |
| 先 | さき | ahead |
| 中 | なか | inside |
| どんな | どんな | what; what sort/kind of? |
| Dialogue | | |
| ほら | ほら | Look! (<i>an exclamation</i>) |
| ねこ | ねこ | cat |
| え | え | Eh!; What! (<i>an exclamation</i>) |

Reading

| | | |
|-------------------|-------------------|---|
| お茶 | おちゃ | (Japanese) tea |
| や | や | and (conjunctive used between nouns or noun phrases; inclusive) |
| 下 | した; ~した | below; beneath |
| カーステレオ | カーステレオ | car stereo |
| 聞く (聞かない; 聞いた) | きく (きかない; きいた) | vt hears; listens |

SECTION 2. KANJI STUDY

| | | | | |
|------|---|----|-------|-------|
| 42 | 院 | 病院 | びょういん | イン |
| 560 | 校 | 学校 | がっこう | コウ |
| 397 | 銀 | 銀行 | ぎんこう | ギン |
| 161 | 絵 | 絵 | え | エ |
| 1095 | 前 | 前 | まえ | まえ |
| 518 | 後 | 後ろ | うしろ | うし(ろ) |
| 919 | 上 | 上 | うえ | うえ |
| 1254 | 茶 | お茶 | おちゃ | チャ |
| 109 | 下 | 下 | した | した |

New Readings

| | | | | | |
|------|--------|----------|-----|-------|---------|
| 194 | 学: 学生 | がくせい (1) | 540 | 行: 行く | いく (5) |
| | 学校 | がっこう | | 銀行 | ぎんこう |
| 1197 | 大: 大きい | おおきい (3) | 567 | 高: 高い | たかい (3) |
| | 大学 | だいがく | | 高校 | こうこう |

- 1669 方： 方 かた (2) 1631 聞： 新聞 しんぶん (4)
 みぎの方 みぎのほう 聞く きく
- 1072 先： 先生 せんせい (1)
 先 さき

SECTION 3. DRILL

Substitution:

1. ここに 本が あります。

- Cues: a) ドア
 b) まど
 c) シャしん
 d) てがみ
 e) ケーキ

Question-Answer:

2. Q: そこに 病院が ありますか。

A: (a) はい、 あります。

(b) いいえ、 (そこには 病院は) ありません。

- Cues: a) 学校
 b) 大学
 c) かいしゃ
 d) こうじょう

Substitution:

3. あそこに 銀行が ありました。

- Cues: a) えき
 b) 高校
 c) にくや
 d) やおや

4. (a) そこには テレビは ありませんでした。

- Cues: a) 絵
b) おふろ
c) テーブル
d) いす
e) ラジオ

(b) わたしの うちには おふろは ありませんでした。

- Cues: a) 学校 クーラー
b) わたしの 高校 テレビ
c) 銀行 まど

5. うちの 前に 子どもが います。

- Cues: a) おとうと
b) いもうと
c) あに
d) あね

6. このへやに(は) 男の人は いません。

- Cues: a) 女の人
b) 男の子
c) 女の子
d) おとな

7. わたしの 後ろに ちちが いました。

- Cues: a) はは
b) アメリカ人
c) 先生
d) 山本さん

Question-Answer:

8. Q: 子どもは えきに いましたか。

A: (a) はい、 (えきに) いました。

(b) いいえ、 (えきに《は》) いませんでした。

Cues: a) 学校

b) デパート

c) うち

d) へや

Substitution:

9. このへやに 子どもが います。

Cues: a) 学生

b) クーラー

c) いぬ

d) ドイツ人

e) とけい

Question-Answer:

10. Q: 山本さんは どこに いますか。

A: (山本さんは) あなたの 前に います。

Cues: a) 後ろ

b) よこ

c) となり

d) みぎ

e) ひだり

11. Q: テレビは どこに ありますか。

A: (テレビは) テーブルの よこに あります。

Cues: a) 上

b) みぎ

c) ひだり

d) そば

12. Q: おてあらい／トイレは どこに ありますか。

A: おてあらい／トイレは みぎの方に あります。

Cues: a) ひだりの方

b) 後ろ

c) この先

d) えきの中

Free Expression:

13. Draw a picture on the blackboard and explain what you have drawn. For example: "Here is a house. To the right of the house there is a tree. In front of the house there is a car."

Question-Answer:

14. Answer the question using the words in the cue.

(a) Q: テーブルの 上に 何が ありますか。

A: 本が あります。Cues: a) 本／ノート ⇒ 本と ノートが あります。

b) 本／ノート／えんぴつ

c) カメラ／ラジオ／とけい

d) ボールペン／まんねんひつ／かみ

(b) Q: テーブルの 上に どんな本が ありますか。

A: あつい本が あります。

Cues: a) うすい

b) 小さい

c) 大きい

d) 古い

15. Alternative Location Pattern

Q: えきは どこですか。A: すぐ そこです。

Cues: a) トイレ

b) 銀行

c) あなたのうち

English Equivalents

1. Here is a book. / There is a book here.
 - a) Here is (a/the) door.
 - b) Here is (a/the) window.
 - c) Here is a photograph.
 - d) Here is a letter.
 - e) Here is (some) cake.
2. Q: Is there a hospital there?
A: (a) Yes, there is.
(b) No, there is not (a hospital there).

a) Is there a school there?
b) Is there a university there?
c) Is there a company there?
d) Is there a factory there?
3. Over there there was a bank.
 - a) Over there there was a (R.R.) station.
 - b) Over there there was a high school.
 - c) Over there there was a meat store.
 - d) Over there there was a grocery (vegetable) store.
4. (a) There was no television (or There were no T.V. sets) there.
 - a) There were no pictures there.
 - b) There was no bath there.
 - c) There was no table there.
 - d) There were no chairs there.
 - e) There was no radio there.
(b) There was no bath in my house.
 - a) There was no air conditioner in the school.
 - b) There was no television in my high school.
 - c) There was no window in the bank.
5. In front of the house (or my house) there is a child (or children). / There is a child in front of the house.
 - a) My younger brother is in front of (our) house.
 - b) My younger sister is in front of our house.
 - c) My older brother is in front of our house.
 - d) My older sister is in front of our house.
6. There are no men in this room.
 - a) There are no women in this room.
 - b) There are no boys in this room.
 - c) There are no girls in this room.
 - d) There are no adults in this room.
7. My father was behind/in back of me.
 - a) My mother was behind me.
 - b) An American was behind me.
 - c) The teacher was behind me.
 - d) Mr./Mrs./Miss Yamamoto was behind me.
8. Q: Was the child (or Were the children) in the (R.R.) station?
A: (a) Yes, (the child) was (in the station).
(b) No, (the child) was not (in the station).

- a) Was the child at school?
 - b) Was the child in the department store?
 - c) Was the child at home (or in the house)?
 - d) Was the child in the/his room?
9. There is a child (or There are children) in this room.
- a) There are students in this room.
 - b) There is an air-conditioning unit in this room.
 - c) There is a dog in this room.
 - d) There is a German in this room.
 - e) There is a clock in this room.
10. Q: Where is Mr./Mrs./Miss Yamamoto?
- A: (Mr./Mrs./Miss Yamamoto) is in front of you.
- a) (Mr. Yamamoto) is behind you.
 - b) (Mr. Yamamoto) is at your side.
 - c) (Mr. Yamamoto) is next to you.
 - d) (Mr. Yamamoto) is on your right.
 - e) (Mr. Yamamoto) is on your left.
11. Q: Where is the washroom?
- A: The washroom is on the right-hand side.
- a) The washroom is on the left-hand side.
 - b) The washroom is at the rear.
 - c) The washroom is (straight) ahead.
 - d) The washroom is inside the station.
13. (Free Expression Drill)
14. (a) Q: What is there on the table?
- A: There is a book.
- a) There are a book and a notebook.
 - b) There are a book, a notebook, and a pencil.
 - c) There are a camera, a radio, and a clock.
 - d) There are a ball-point pen, a fountain pen, and paper.
- (b) Q: What kind (i.e., description) of book(s) is/are on the table?
- A: There is a thick book.
- a) There is a thin book.
 - b) There is a small book.
 - c) There is a big book.
 - d) There is an old book.
15. Q: Where is the station?
- A: [Pointing] (It's) right over there.
- a) Where is the toilet?
 - b) Where is the bank?
 - c) Where is your house?

SECTION 4. GRAMMAR

7.1. PERIPHERAL ELEMENTS OF CLAUSES. With the introduction of the Location slot in Lesson 7 we begin to explore the expansion potential of clauses in Japanese. In other words, we begin to learn how to make longer sentences. There are a number of other elements (slots) which we refer to as peripheral elements because of their optional status (i.e., they may or may not occur) and because of the fact that they are not distinguishing elements of contrastive clauses (such as Object for transitive clauses). Peripheral elements may occur in both intransitive and transitive clauses, and some of them (e.g., Time, Location) may occur in adjectival and copular clauses as well.

To help the student grasp the construction of expanded clauses (expanded simple sentences) the following model is given, showing the types of elements or slots and the order in which they usually occur in the same clause, but the speaker has some liberty to select. It will also be discovered as one develops familiarity with the language that there is a certain amount of freedom with respect to the order in which these elements occur. For example, an element may be moved to the front of the sentence for emphasis. Since elements are marked by particles which show the role which the element plays with respect to the predicate, it is easy to keep tab on them. Incidentally, it may be of interest to know that our survey showed that usually no more than four or five elements (slots) occur in a single clause (simple sentence) in normal conversation.

EXPANDED TRANSITIVE VERBAL CLAUSE

【 Time 】 【 Loc/Dir 】 【 Subj 】 【 Acc 】 【 Means 】 【 Manner 】 【 Ind.Obj 】 【 Obj 】 【 Pred 】

Abbreviations: Loc=Location
Dir=Direction
Subj=Subject
Acc=Accompaniment
Ind.Obj=Indirect Object
Obj=Object
Pred=Predicate

7.2. THE LOCATION ELEMENT (1). The Location element, as the name of the slot indicates, identifies the location in which an action takes place or a certain state or condition exists. In this lesson the latter function only is introduced; i.e., location in which a certain state or condition exists. With the two intransitive ("stative") verbs *arimásu* *is* (inanimate) and *imásu* *is* (animate), the location element is always marked by the particle *ni*, but it is marked by *de* with verbs of another class.

7.3. TWO VERBS MEANING "IS": *áru* AND *iru*. With animate objects, such as people, animals, birds, fish, etc., the verb meaning "is" (i.e., existence in a certain location) is *iru* (Polite, *imásu*): *Kodomo wa éki ni imáshita.* (*The child was in the station.* *Kono heyá ni inú ga imásu.* *In this room there is a dog./There's a dog in this room.* The verb meaning "is" (location) used with inanimate objects, such as books, chairs, houses, etc., is *áru* (Polite, *arimásu*): *Tsukue no ué ni hōn ga arimásu.* *There's a book on (top of) the desk.* *Asoko ni giñkō ga arimáshita.* *There was a bank over there.*

As explained before, the copula *desu* is not a verb and it should not be mistaken for these verbs of location. The meaning of *is* in *He is Mr. Tanaka.* and *is* in *Here is Mr. Tanaka. / Mr. Tanaka is here.* is quite different. In Japanese, these two expressions belong to different clause types:

COPULAR CLAUSE: *Ano katá wa Tanaka-saṅ dēsu.* He is Mr. Tanaka.

VERBAL CLAUSE: *Tanaka-saṅ wa koko ni imásu.* Mr. Tanaka is here.

7.4. THE PARTICLE *wa* WITH NEGATIVE CONSTRUCTIONS (see also 5.1.3). In Lesson 6, the use of *wa* to replace the object-marker particle *o* in negative constructions was observed: *O-sake o nomimásu. I drink sake. O-sake o nomimaséñ. I don't drink sake. O-sake wa nomimaséñ. I don't drink sake./It is sake that I don't drink.* The use of *wa* to call attention to the Indirect-Object slot when it is this slot that is being negated was also explained in Lesson 6: *Kodomo ní wa ěgo o oshiemaséñ deshita. (He) didn't teach English to children.*

In Lesson 7 a similar use of *wa* is found; i.e., *wa* is used to mark the element of the clause which is specifically negated. This may be referred to as "focus-ing" a clause element by marking it with *wa*: Thus:

LOCATION NOT IN FOCUS

Kodomo wa ěki ni imaséñ deshita.

The child was not in the station.

LOCATION IN FOCUS

Kodomo wa ěki ni *wa* imaséñ deshita.

The child was not in the *station*.

Observe that *wa* does not take the place of the location-marker particle *ni* but is added after it, just as in the case of focusing the Indirect-Object marker *ni*. The particles *ga* and *o* may be replaced by *wa*, but *wa* is added after other particles. *Any slot in a clause may be brought into focus by marking it with wa.* With this understanding of another use of *wa* we can now explain the use of *wa* in the negative predicate slot: *Nihoñgo wa muzukáshiku wa arimaséñ. Japanese isn't difficult.* In the following examples note how *wa* serves to focus or "topicalize" elements:

(1) SUBJECT NOT IN FOCUS

Hón ga arimasu.
There is a book (here).

(2) INDIRECT OBJECT NOT IN FOCUS

Kodomo ní ěgo o oshiemaséñ.
(He) doesn't teach English to children.

(3) OBJECT NOT IN FOCUS

Ēgo o oshiemásu.
(He) teaches English.

SUBJECT IN FOCUS

Hón *wa* arimasu.
There is a book (but no paper).

INDIRECT OBJECT IN FOCUS

Kodomo ní *wa* ěgo o oshiemaséñ.
(He) doesn't teach English to children.

OBJECT IN FOCUS

Ēgo *wa* oshiemásu. (Kéredomo,
Furañsugo *wa* oshiemaséñ.)
(He) teaches English. (But, he doesn't teach French.)

The three examples above illustrate three uses of the particle *wa* (cf., 5.1.3.): (a) to topicalize or "thematicize" an element of the sentence; i.e., to set up some element in the sentence as the topic about which a statement is made, as illustrated in Example (1); (b) to focus a specific element of the sentence (clause) which is negated, as illustrated in (2); and (c) to contrast two elements in different sentences (clauses), as in Example (3).

7.5. INCLUSIVE AND EXCLUSIVE "AND" (see also Lesson 23 for drills on Compound Noun Phrases). Drill 14 here and the Reading of Lesson 7 demonstrate the use of three conjunctives between nouns or noun phrases: *to*, *ya*, and *mo*. (Caution: Do not use these conjunctives between sentences.)

The particle *mo* was introduced in Lesson 1 with the meaning "also," and it was shown how this particle replaces the subject particle *wa* in copular clauses: *Kore wa hón desu ka? Is this a book? Kore mo hón desu ka? Is this also a book?* The particle *mo* has a number of meanings, including "also," "too," "even," "as much (many) as," etc.

In this lesson another use of *mo*—conjunctive—is introduced. In this usage *mo*

. . . mo carries the meaning "both . . . and . . . ": Kore mo sore mo hōn desu ka? *Are both this and that books?* Note that mo follows both nouns in the example; every noun, including the last noun, in a series which is joined by this conjunctive is followed by mo.

The conjunctives to and ya introduce a concept common to many languages but foreign to English; i.e., the concept of *inclusion* and *exclusion* when enumerating items. In English, when we wish to imply that the list of items which we are enumerating could be expanded to include others, we use an expression such as the following: "There are books, notebooks, pencils, etc., in the left-hand drawer." In Japanese, the use of the conjunctive ya between nouns or noun phrases implies (like the English *and so forth* or *etc.*) that there are other items which could be added to the list given but are not specifically stated. In other words, ya is an inclusive conjunctive; i.e., ya implies a longer list: Tsukue no ué ni wa hōn ya nōto ga arimāsu. *On the desk there are a book and a notebook.* (From the point of view of the speaker, the list is still open. Compare the use of *etc.* in English.)

The conjunctive to, on the other hand, is *exclusive*, meaning that the speaker has closed the list (even though there may be other items which he could have mentioned): Tsukue no ué ni wa hōn to nōto ga arimāsu. *On the desk there are a book and a notebook.*

7.6. ALTERNATIVE LOCATION PATTERN. You will often hear questions asking for the location of something using the Copular Sentence pattern, thus:

【 Noun + wa 】 【 Noun + desu 】 ka?

yūbīnkyoku wa dōko desu ka?

Where is the post office?

This is the first basic sentence pattern which was introduced in Lesson 1. This pattern alternates with the verbal sentence pattern with the location element which is introduced in Lesson 7, and either pattern is acceptable. However, note that the Location Element marked with the particle ni never occurs in the alternative location pattern.

SECTION 5. DIALOGUE

林 : クラークさん、これは かわいい 絵ですね。

クラーク : むすめが かきました。

林 : これは テレビですか。

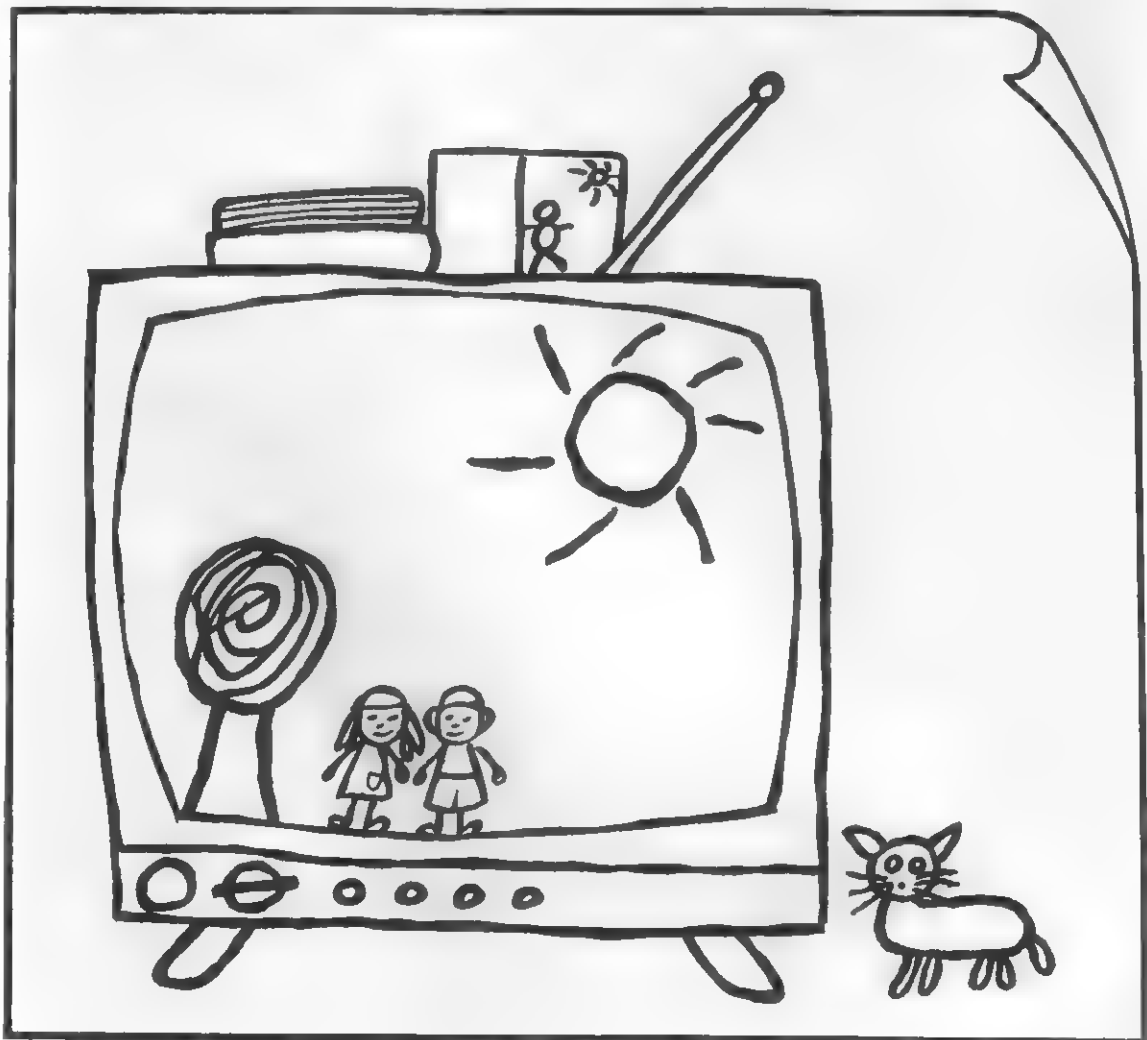
クラーク : はい。 大きいテレビですね。

林 : テレビの 上に 何が ありますか。

クラーク : 本ですね。 ほら、 テレビの そばには ねこが いますよ。

林 : え、 ねこは どこに いますか。

クラーク : ここに います。



林 : ああ、それはねこですか。 クラークさんの うちには
ねこが いますか。

クラーク : ええ、 います。 かわいいねこです。

林 : そのねこは パンを 食べますか。

クラーク : いいえ、 食べません。 ごはんを 食べます。

林 : そうですか。 そのねこは 日本の ねこですね。

クラーク : そうですね。

English Equivalents

Hayashi: This is a cute picture, isn't it, Clark.

Clark: My daughter drew it.

Hayashi: Is this a T.V.?

Clark: Yes. It's a big T.V., isn't it.

Hayashi: What's on top of the T.V.?

Clark: (Some) books. Look! There's a cat beside the T.V.

Hayashi: What! Where's the cat?

Clark: Here (it is).

Hayashi: Ah! Is that a cat? Is there a cat in your home (or Do you have a cat)?

Clark: Yes, there is. It's a cute cat.

Hayashi: Does (that) cat eat bread?

Clark: No, it doesn't. It eats rice.

Hayashi: Is that so? That's a Japanese cat, isn't it.

Clark: Yes, I guess so (*lit.*, It is so, isn't it).

SECTION 6. READING

あなたのそばに 何がありますか。
お茶と ケーキが あります。
おいしいお茶です。

5 あなたの 前に だれが いますか。
佐藤^{さとう}さんが います。

佐藤さんの となりに 山本さんが
います。

山本さんの 後ろに ジョンソンさん
が います。

10 東京には 大きい病院が あります。
大学も あります。 学校や かいしゃ
も あります。 こうじょうや 銀行
も あります。

15 このへやに テレビが あります。
けれども、ラジオは ありません。
テレビの 上に きれいなボールペン
が あります。 そのボールペンの

そばに とけいが あります。
テレビの 下に ねこが います。

20 ホワイトさんの うちの 前には
にくやが あります。 にくやの
となりに は やおやが あります。
やおやの 後ろには 病院が あります。
それは 大きい病院です。

25 私の うちの 前には 学校が
あります。 学校には 学生が います。
先生も います。 アメリカ人も
います。 日本人も います。 男の人
も います。 女の人も います。

30 しずかな人や 元気な人が います。
林さんは 大きい車を 買いました。
車には カーステレオが あります。
林さんは おんがくを 聞きます。
車には クーラーも あります。

SECTION 7. EXERCISES

Fill the blanks with appropriate words or particles:

1. ここ _____ 病気 _____ 人 _____ います。
2. 日本語 _____ 先生 _____ どこ _____ 。
あなた _____ 後ろ _____ 。
3. その人 _____ 銀行 _____ 。
4. クラークさん _____ うち _____ テレビ _____ 。
いいえ、_____ 。
5. あなたは おさけ _____ 飲みます _____ 。
- はい、_____ 。

Construct sentences using the words given, supplying necessary particles.

6. 東京, 大きい, 銀行, あります
7. ありません, クラークさん, テレビ, うち
8. かわいい, そば, わたし, いました, ねこ
9. 山本さん, わたし, となり, います
10. この, 男, いません, へや, 人

Express in Japanese, and write answers to the questions also:

11. Who is in front of you?
12. What is under the table?
13. What is to the right of the factory?
14. Where is your mother?
15. There is nice (good) meat in the meat store over there.

Add accent marks to all the above.

SECTION 8. VOCABULARY ENRICHMENT

In The Taxi

外務省へおねがいします。

To the Foreign Office, please.

新宿三丁目

3-chome, Shinjuku

東京駅八重洲口

Tokyo Station, Yaesu Entrance

上野公園

Ueno Park

博物館

museum

美術館

museum of fine arts

帝国ホテル

Imperial Hotel

出入国管理局

Immigration Office

成田空港

Narita Airport

この住所

this address

_____まで 何分ぐらい かかりますか。

How many minutes does it take to _____?

わかっていますから あんないします。

I know. I'll show you how to go.

地図があります。

I have the map.

まっすぐ 行ってください。

Go straight ahead.

右(左)に 曲がってください。

Turn right (left).

次のかどを(右に)曲がってください。

Turn (right) at the next corner.

信号で おろしてください。

Let me (get) out at the light.

ここで いいです。

Here will be fine.

とめてください。

Stop.

ごめんなさい。小さいお金がありません。

I'm sorry. I don't have a small bill.

おつりは いいです。

Keep the change.

小銭が あります。

I have some small change.

トランクを あけてください。

Open the trunk, please.

SECTION 9. SELF TEST (For answer see Appendix 4)

I. 漢字+おくりがな
(ひらがな/カタカナ)

1. 学^だのそばに 大^きい があります。
() びょういん
2. は の に あります。
ぎんこう こうこう まえ
3. Toire は えきの中、 みぎの方に あります。
() () ()
4. Tēburu の に お があります。
() うえ ちゃ
5. door () radio () television ()

II. Supply particles in every blank.

1. 日本人は お茶__コーヒ―__飲みます。
2. 村山さんは かいしゃ__いません。 うち__かえました。
3. テーブル__上__ 何__ありますか。
4. あなた__うち__ 車__ ありますか。
5. わたしのまち(town)__高校__ありました。 けれども 大学__ありませんでした。

III. Fill in the blanks with appropriate verbs.

1. ヘヤの中に 何が__か。
2. ヘヤの中に だれが__か。
3. 山本さんは 日本語の先生です。 おとなにも子どもにも 日本語を__。
4. Q: きのうち、かいしゃに__か。
A: いいえ、病院に__。

IV. Express in Japanese.

1. Clark's house is right next to mine. _____
2. Near my house there is a good vegetable store. _____

3. Do you have a car? (Hint: Is there a car at your house?)

4. Do you have children? (Hint: Are there children in your house?)

5. Where do you live (lit., Where is your house)?

LESSON 8

LIKES AND DISLIKES

PROBLEM: A clause may have both a Subject and a Topic.

OBJECTIVE: To present copular, adjectival, and verbal clauses in which there is both a Topic slot and a Subject slot.

SECTION 1. VOCABULARY

Drill

| | | |
|--------------------|--------------------|--|
| 好き(な) | すき(な) | likes |
| きらい(な) | きらい(な) | dislikes |
| おくさん | おくさん | (your/his) wife |
| りょうり | りょうり | cooking; cuisine |
| 上手(な/に) | じょうず(な/に) | skillful (-ly) |
| テニス | テニス | tennis |
| 英語 | えいご | English (language) |
| 下手(な/に) | へた(な/に) | unskillful (-ly) |
| かんじ | かんじ | (a) Chinese character (written language) |
| 目 | め | eye(s) |
| 手 | て | hand(s) |
| 声 | こえ | voice |
| せ | せ | height |
| 高い | たかい | adj (is) tall; high |
| ひくい | ひくい | adj (is) low; short |
| 頭 | あたま | head |
| 出来る (出来ない; 出来た) | できる (できない; できた) | vi is able; can; is done (e.g., the cake is done) |
| うんてん | うんてん | driving (a vehicle) |

| | | |
|-------------------------|-------------------------|--|
| やける (やけない; やけた) | やける (やけない; やけた) | <i>vi</i> is baked; is toasted; is grilled |
| のこる (のこらない; のこった) | のこる (のこらない; のこった) | <i>vi</i> remains |
| あく (あかない; あいた) | あく (あかない; あいた) | <i>vi</i> opens |
| しまる (しまらない; しまった) | しまる (しまらない; しまった) | <i>vi</i> closes; shuts |
| ガソリン | ガソリン | gasoline |
| きれる (きれない; きれた) | きれる (きれない; きれた) | <i>vi</i> runs out; is exhausted (e.g., runs out of gas) |
| いる (いらない; いった) | いる (いらない; いった) | <i>vi</i> needs; wants |
| ナンシー | ナンシー | Nancy (name, fem.) |
| なおす (なおさない; なおした) | なおす (なおさない; なおした) | <i>vt</i> fixes; repairs; mends |
| とめる (とめない; とめた) | とめる (とめない; とめた) | <i>vt</i> stops; parks |
| Dialogue | | |
| さあ | さあ | well . . . (an interjection) |
| いかが | いかが | how about? |
| 木村 | きむら | Kimura (personal name) |
| (お)さとう | おさとう; さとう | sugar |
| クリーム | クリーム | cream |
| こんな | こんな | this kind; this sort; this manner |
| ひさしぶり | ひさしぶり; ひさしぶり | (after) a long time; (for) the first time in months/ years |
| やく | やく | <i>vt</i> bakes |

(やかない; やいた) (やかない; やいた)

上げる あげる *vt gives (e.g., I give you)*
 (上げない; 上げた) (あげない; あげた) *(a different verb is used to express "You give me")*

Reading

| | | |
|-----------------------|--------------------------|----------------------------------|
| 話す (話さない; 話した) | はなす (はなさない; はなした) | <i>vt talks</i> |
| まいにち | まいにち | <i>every day</i> |
| その上 | そのうえ | <i>in addition</i> |
| すばらしい | すばらしい | <i>adj (is) wonderful</i> |
| 高橋 ^{はし} | たかはし | <i>Takahashi (personal name)</i> |
| いろいろ(な/の/に) | いろいろ(な/の/に) | <i>various (-ly)</i> |
| 国 | くに | <i>country; nation</i> |
| 物 | もの | <i>thing (concrete)</i> |
| それで | それで | <i>then; that's why</i> |
| 教える (教えない; 教えた) | おしえる (おしえない; おしえた) | <i>vt teaches</i> |

Common Expressions

| | | |
|-------------------|-------------------|--|
| どうぞ | どうぞ | <i>Please! (e.g., Go ahead, please. / Take this, please; BUT NOT Please give me)</i> |
| いいえ、けっこう です。 | いいえ、けっこう です。 | <i>No, thank you.</i> |
| それでは | それでは | <i>well then --</i> |
| ありがとう (ごさいます)。 | ありがとう (ごさいます)。 | <i>Thank you.</i> |
| どういたしまして。 | どういたしまして。 | <i>Don't mention it! / Not at all!</i> |

SECTION 2. KANJI STUDY

| | | | | |
|------|---|-----|--------------|--------|
| 537 | 好 | 好き | <u>す</u> き | す(き) |
| 55 | 英 | 英語 | <u>えい</u> ご | エイ |
| 1777 | 目 | 目 | <u>め</u> | め |
| 779 | 手 | 手 | <u>て</u> | て |
| | | 上手 | じょうず | ず |
| 1016 | 声 | 声 | <u>こ</u> え | こえ |
| 1401 | 頭 | 頭 | <u>あ</u> たま | あたま |
| 1713 | 木 | 木村 | きむら | き |
| 1940 | 話 | 話す | <u>は</u> なす | はな(す) |
| 367 | 教 | 教える | <u>お</u> しえる | おし(える) |

New Readings

| | | | | | | | | |
|-----|----|-----|------------|-----|-----|----|----|-----------|
| 919 | 上: | 上 | <u>う</u> え | (7) | 594 | 国: | 中国 | ちゅうごく (4) |
| | | 上手 | じょうず | | | | 国 | くに |
| | | 上げる | あげる | | | | | |

SECTION 3. DRILL

Substitution:

1. わたしは ペンキょうが 好きです。

Cues: a) ビール

b) えいが

c) ドイツ

d) おふろ

2. 田中さんは 学校が きらいです。

- Cues: a) かがく
b) ケーキ
c) いぬ
d) コーヒー

3. ジョンソンさんのおくさんは りょうりが 上手です。

- Cues: a) 絵
b) 日本語
c) すきやき
d) テニス

4. わたしは 英語が ^た下手です。

- Cues: a) てんぷら
b) かんじ
c) テニス
d) りょうり

Question-Answer:

5. Q: あなたは べんきょうが 好きですか。

A: (a) はい、(べんきょうが) 好きです。

(b) いいえ、(べんきょうは／が) 好きでは ありません。

(c) いいえ、(べんきょうは／が) きらいです。

- Cues: a) えいが
b) いぬ
c) コーヒー
d) ドイツ

Substitution:

6. アリスは 目が 大きいです。

- Cues: a) 手 小さい

- b) 声 いい
- c) せ 高い
- d) ひくい
- e) 頭 いい

Question-Answer:

7. Q: ドイツ語が 出来ますか。

A: (a) はい、 (ドイツ語が) 出来ます。

(b) いいえ、 (ドイツ語は／が) 出来ません。

Cues: a) りょうり

b) テニス

c) 日本語

d) うんてん

Substitution:

8. わたしは フランス語が わかります。

Cues: a) 英語

b) 中国語

c) ドイツ語

d) それ

9. ケーキが 出来ました。

Cues: a) やける

b) のこる

c) ドア あく

d) まど しまる

e) ガソリン きれる

f) 車 とまる

g) エンジン なおる

10. (わたしは) ケーキは いりません。

- Cues: a) コーヒー
b) お茶
c) ビール
d) それ

Question-Answer:

11. Q: ナンシーは 頭が いいですか。

- A: (a) はい、(ナンシーは) (頭が) いいです。
(b) いいえ、(ナンシーは) (頭は/が) よく ありません。
(c) いいえ、(ナンシーは) (頭が) わるいです。

- Cues: a) 声/きれい
b) 目/大きい
c) 学校/好き
d) りょうり/上手

Transformation:

12. Example: 私は そのまどを あけました。⇒ そのまどは あきました。

- Cues: a) わたしは そのドアを しめました。
b) 山本さんは 車を なおしました。
c) ジョンソンさんのおくさんは ケーキを やきました。
d) 車を とめました。

English Equivalents

1. I like study.
 - a) I like beer.
 - b) I like movies.
 - c) I like Germany.
 - d) I like the (Japanese) bath.
2. Mr./Mrs./Miss Tanaka dislikes school.
 - a) Mr. Tanaka dislikes science.
 - b) Mr. Tanaka dislikes cake.
 - c) Mr. Tanaka dislikes dogs.
 - d) Mr. Tanaka dislikes coffee.
3. Mrs. Johnson (*lit.*, Mr. Johnson's wife) is good/skillful at cooking.
 - a) Mrs. Johnson is good at (painting) pictures.
 - b) Mrs. Johnson is good in Japanese.
 - c) Mrs. Johnson is good at (making) sukiyaki.
 - d) Mrs. Johnson is good at tennis.
4. I'm no good (unskillful) in English.
 - a) I'm no good at (making) tempura.
 - b) I'm no good at (writing) kanji.
 - c) I'm no good at tennis.
 - d) I'm no good at cooking.
5. Q: Do you like study (*or to study*)?
A: (a) Yes, (I) like (study).
(b) No, (I) don't like (study).
(c) No, (I) dislike (study).

a) Do you like movies?
b) Do you like dogs?
c) Do you like coffee?
d) Do you like Germany?
6. Alice's eyes are big (*lit.*, As for Alice, [her] eyes are big).
 - a) Alice's hands are small.
 - b) Alice's voice is good.
 - c) Alice is tall (*lit.*, As for Alice, [her] height is high).
 - d) Alice is short.
 - e) Alice is smart (*lit.*, As for Alice, [her] head is good).
7. Q: Can you speak German?
A: (a) Yes, I can (speak German).
(b) No, I cannot (speak German).

a) Can you cook?
b) Can you play tennis?
c) Can you speak Japanese?
d) Can you drive?
8. I understand French (*lit.*, As for me, French is understood).
 - a) I understand English.
 - b) I understand Chinese.
 - c) I understand German.
 - d) I understand that.

9. The cake is done (i.e., The cake is made/finished).
a) The cake is baked.
b) There's some cake left over.
c) The door opened.
d) The window shut.
e) I'm out of gas (*lit.*, The gasoline gave out).
f) The car stopped.
g) The engine (was) repaired.
10. (I) don't want (any) cake (*lit.*, As for me, cake is not needed).
a) (I) don't want coffee.
b) (I) don't want (Japanese) tea.
c) (I) don't want beer.
d) (I) don't want that.
11. Q: Is Nancy smart (*lit.*, As for Nancy, is her head good)?
A: (a) Yes, (Nancy) is smart. / Yes, she is.
(b) No, (Nancy) is not smart (*lit.*, As for Nancy, her head is not good).
No, she isn't.
(c) No, (Nancy) is not smart (*lit.*, As for Nancy, her head is bad).

a) Is Nancy's voice pretty?
b) Are Nancy's eyes big?
c) Does Nancy like school?
d) Is Nancy good at cooking?
12. I opened that window. \Rightarrow That window opened.
a) I shut that door. \Rightarrow That door shut.
b) Mr. Yamamoto fixed the car. \Rightarrow The car was repaired (got fixed).
c) Mrs. Johnson baked a cake. \Rightarrow The cake was baked.
d) (He) stopped the car. \Rightarrow The car stopped.

SECTION 4. GRAMMAR

8.1. THE TOPIC ELEMENT. Up to this point the Topic element has been used in these lessons but not explained. The fact is, when a new subject (topic) of discourse is introduced by a speaker it receives the marker *wa*, which indicates to the person spoken to that the word or phrase so marked is going to be the TOPIC. Thus, in the drills of these lessons, since sentences are given entirely out of context, it is natural in Japanese to state the subject of the sentence as Topic; i.e., to mark the subject with *wa*: *Watashi wa hōn o kaimáshita.* (I) *bought a book.* / *As for me, (I) bought a book.* When there is only one element in a clause marked with *wa* and no element marked with *ga*, the element marked with *wa* can double as the subject of the clause (as in the drill sentences of these lessons

thus far). However, as the drills of Lesson 8 are designed to show, sentences containing an element marked with *wa* and another marked with *ga* are quite common in Japanese. In such sentences the element marked with *wa* should be considered the Topic of the sentence, and the element marked with *ga* interpreted as the Subject. The following chart shows the occurrence of Topic and Subject in copular, adjectival, and verbal sentences.

CO-OCCURRENCE OF TOPIC AND SUBJECT

| | Topic | Subject | Predicate | |
|----------|------------------|-------------|-------------|-----------------------------|
| (a) Cop. | watashi wa | 【beñkyō ga】 | 【sukí desu】 | I like study. |
| (b) Adj. | Árisu wa | 【mé ga】 | 【utsukushí】 | Alice's eyes are beautiful. |
| (c) Vb. | Takáhashi-sañ wa | 【uñteñ ga】 | 【dekímásu】 | Mr. Takahashi can drive. |

In example (a), the subject of the copular predicate is not "I" (as in the English equivalent), but "study." The word *watashi* is the topic; i.e., "As for me . . ." The literal rendering (if we slavishly follow the grammar) would be "As for me, study is liked." In example (b), the subject of *utsukushí* (*are*) *beautiful*, is *mé eyes*, not "Alice." Isn't Japanese logical!

8.2. *Sukí* AND *kirai*. Because of the English gloss in sentences such as *Watashi wa beñkyō ga sukí desu. I like study*, the beginner is influenced to think of words like *sukí likes* and *kirai dislikes* as verbs. They are not verbs but nouns — copular nouns — and as nouns they fill the slot for nouns in the NOUN + COPULA predicate of copular clauses. However, unlike the large class of copular nouns which form adverbials with *ni* (e.g., *jōzú ni skillfully*, *hetá ni unskillfully*, etc.) *sukí* and *kirai* do not form adverbs of manner. *Sukí* and *kirai*, like other copular nouns, do not appear in the subject or object slots.

8.3. INTRANSITIVE VERBS WHICH DO NOT REQUIRE AN AGENT: *dekíru*, *aku*, *shimáru*, *naōru*. It has already been explained that intransitive verbs are verbs which do not take an object. But the verbs used in Drill 9 represent a class of intransitive verbs which do not require an agent; i.e., they do not need to specify who or what caused the action: *Dóa ga akimáshita. The door opened. Mádo ga shimari-máshita. The window shut.* It is not specified, for example, what caused the door to open; it may have been the wind, or it may be that you thought the door could not be opened but found that it could be opened, without specifying how the feat was accomplished.

Many verbs of this intransitive type have a transitive counterpart which is used when one wants to specify the agent: *Dóa ga akimáshita. The door opened. Dóa o akemáshita. (Someone) opened the door.* Some other pairs appear below:

| INTRANSITIVE | TRANSITIVE | |
|--------------|------------|-------------|
| shimáru | shiméru | shuts |
| nokóru | nokósu | leaves over |
| tomaru | tomeru | stops |
| naóru | naósu | repairs |
| yakeru | yaku | bakes |

SECTION 5. DIALOGUE

クラークさんの

おくさん： さあ、 ケーキが 出来ました。

コーヒーと ケーキは いかがですか。

ク ラ ー ク： 木村さん、 おさとうと クリームが いりますか。

木 村： いいえ、 けっこうです。 おいしいケーキ
ですね。

ク ラ ー ク： そうですか。

木 村： おくさんは おりょうりが 上手ですね。 こんな
おいしいケーキは ひさしぶりです。

ク ラ ー ク： 木村さんのおくさんは ケーキを やきませんか。

木 村： かないは りょうりは 上手です。 でも、 ケーキは
やきません。

クラークさんの

おくさん： そうですか。 それでは、 このケーキを おくさんに
上げます。 どうぞ。

木 村： いいえ、 けっこうですよ。

ク ラ ー ク： どうぞ。

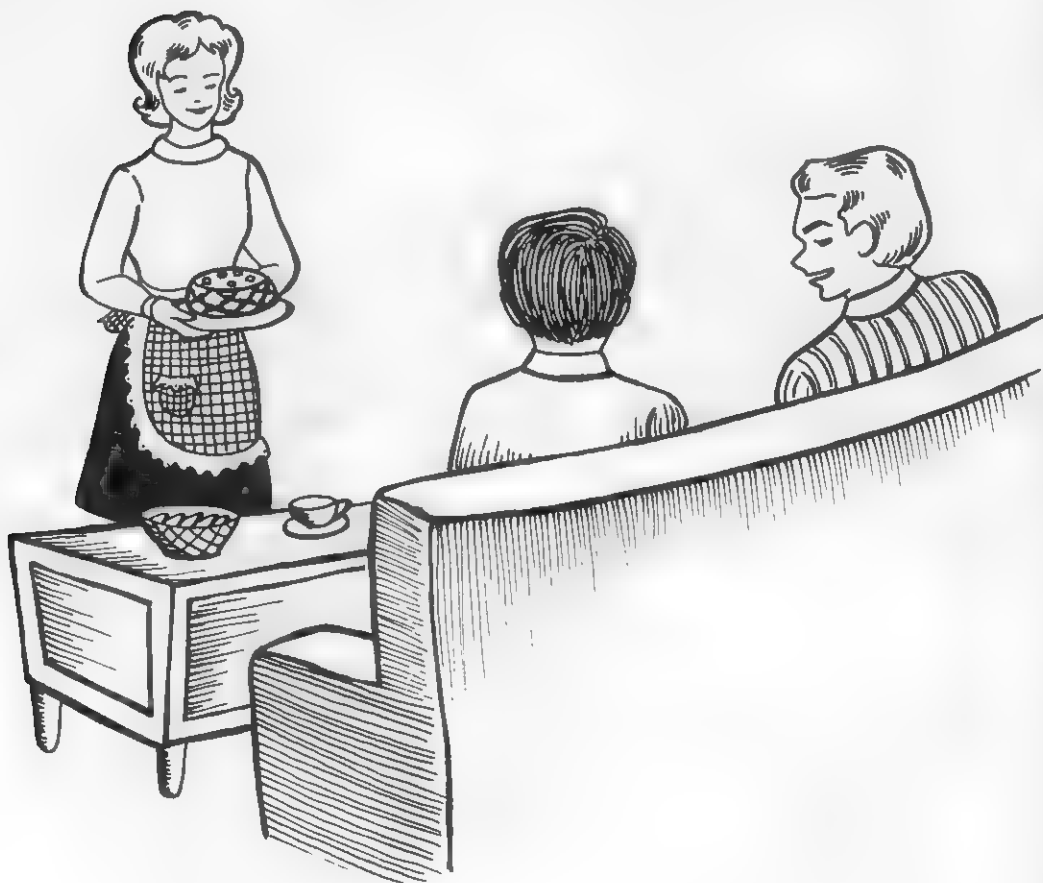
木 村： そうですか。 ありがとうございます。

クラークさんの

おくさん： いいえ、 どういたしまして。

English Equivalents

- Mrs. Clark: Well, the cake's done. How about some coffee and cake?
Clark: Mr. Kimura, do you use (*lit.*, need) sugar and cream?
Kimura: No, thank you. It's delicious cake.
Clark: You think so (*lit.*, Is that so)?
Kimura: Your wife is a good cook (*lit.*, As for your wife, [her] cooking is skillful). It's been a long time since I've had such good cake.
Clark: Doesn't Mrs. Kimura bake cakes?
Kimura: My wife's a good cook. But she doesn't bake cakes.
Mrs. Clark: Is that so? Well then, I'll give your wife this cake. Please (take it).
Kimura: No, it's all right.
Clark: Please!
Kimura: Well . . . (*lit.*, Is that so?). Thank you.
Mrs. Clark: Not at all.



SECTION 6. READING

ジョンソンさんは アメリカ人です。英語を
話します。佐藤^{さとう}さんは 日本人です。日本語
を話します。

木村さんは 日本の食べ物が好きです。

5 てんぷらと すきやきが 好きです。でも、
お茶は きらいです。

私は ビールが きらいです。ビールは
飲みません。けれども、コーヒーは 好き
です。まいにち、コーヒーを 飲みます。

10 ホワイトさんのおくさんは きらいです。

せが 高いです。目が 大きいです。声も
きれいです。そして、頭が いいです。

その上、りょうりが 上手です。すばらしい
おくさんです。

15 ラジオの上に 絵が あります。上手な絵です。
高橋^{たかはし}さんが かきました。高橋さんは 絵が

上手です。私は 絵は 下手です。けれども、
テニスは 上手です。

20 私は デパートが 好きです。デパートには
きれいな テーブルや いすが あります。

ラジオや テレビや とけいも あります。
アメリカの食べ物があります。ケーキも
コーヒーも あります。おいしいにくが

25 も あります。英語の本や アメリカのまんねんみつ
物が あります。デパートには いろいろな国の

ナンシーは べんきょうが 好きです。それで、
学校も 好きです。ナンシーの学校は 小さい
です。先生は ナンシーに 日本語を

30 教えます。ナンシーは 日本語が もう 上手
です。アリスは べんきょうが きらいです。

でも、りょうりは 好きです。それで、
アリスは りょうりが 上手です。でも、
日本語は 下手です。

SECTION 7. EXERCISES

Construct sentences using the words given:

1. わたし, 好き, は, えいが, です, が
2. あなた, 中国語, 出来ます, は, か, が
3. うんてん, は, ジョンソンさん, おくさん, の, が, です, 上手
4. その, わかります, 人, は, 英語, か, が
5. 田中さん, ねこ, きらい, は, です, が, か

Change these sentences to the form indicated in parentheses:

6. 佐藤^{さとう}さんは りょうりが 上手です。 (Negative)
7. わたしは せが ひくいです。 (Past)
8. ホワイトさんは 日本語が 出来ます。 (Past)
9. 田中さんのおくさんは 目が きれいです。 (Question)
10. わたしは てんぶらが 好きです。 (Negative Past)

Express in Japanese:

11. I am not tall.
12. Mr. Johnson is intelligent.
13. Nancy can speak Chinese.
14. Do you understand German?
15. I am not good at cooking.
16. Alice doesn't like dogs.

Add accent marks to all the above.

LESSON 8. VOCABULARY ENRICHMENT

What Kind Do You Like?

Q: どんな映画が 好きですか。

What kind of movies do you like?

A: フランス映画が 好きです。

I like French movies.

西部劇

I like westerns.

ミュージカル

I like musicals.

Q: どんな人が 好きですか。

What kind of person do you like?

A: しずかな人が 好きです。

I like a quiet person.

活動的な

I like an active person.

やさしい

I like a gentle (kind) person.

Q: どんな食べ物 が 好きですか。

What kind of food do you like?

A: いろいろな食べ物 が 好きです。

I like various kinds of food.

中華料理

I like Chinese food.

和食

I like Japanese food.

やさいの料理

I like vegetable dishes.

あっさりした食べ物

I like simple (light) food.

Q: どんなスポーツが 好きですか。

What kind of sports do you like?

A: 球技が 好きです。

I like games played with a ball.

水泳

I like swimming.

屋外スポーツ

I like outdoor sports.

Q: どんな本が 好きですか。

What kind of books do you like?

A: 小説が 好きです。

I like novels.

推理小説

I like mystery (detective) stories.

恋愛小説

I like love stories.

詩

I like poetry.

伝記物

I like biographies.

ノンフィクション

I like non-fiction.

SECTION 9. SELF TEST (For answer see Appendix 4)

I. 漢字+おくりがな
(ひらがな/カタカナ)

1. Aliceは 大きいです。 が小さいです。 がきれいです。 そして、
() め () て () こえ
 がいいです。
あたま
2. Tomはtennisが上手です。 (soccer)も です。
() () () すき
3. Nancyは 村さんに 語を 。
() き えい おしえます。
4. さんはFrenchもGermanも 。
はやし () 語 () はなします。

II. Change the following to Negative Past.

Example: わたしは てんぷらが 好きです。

⇒ わたしは てんぶらが/は 好きではありませんでした。

1. きょうは (today) あついです。

⇒ きのうは _____

2. わたしは 日本語が 上手です。

⇒ 前は (before) _____

3. いま (now) 木村先生は わたしの 日本語の 先生です。

⇒ 前は

4. アリスは 学校に 来ます。

↑ きのうは

III. Write appropriate particles in the parentheses and a word from the list on the line.

高い いい 出来る あく/あける やく/やける とまる/とめる

1. トム () 声 () _____。
2. アリス () うんてん () _____。
3. 車 () _____。
4. 林さん () せ () _____。
5. ドア () _____。
6. ケーキ () _____。

IV. Express in Japanese.

1. That German person could not understand (lit., could not do) Japanese.

2. I don't like cats. But I like dogs.

3. Yesterday, my car wouldn't go. I was out of gasoline (lit., gasoline gave out).

4. What kind of music do you like?

LESSON 9

WHEN AND HOW

PROBLEM: Manner expressions and time expressions are adverbs and have certain similarities in Japanese sentences.

OBJECTIVE: To introduce the Manner and Time slots.

SECTION 1. VOCABULARY

Drill

| | | |
|-------------------|-------------------|--------------------------|
| いつも | いつも | always |
| 大てい | たいてい | usually |
| よく | よく | often; well; hard |
| 時々 | ときどき | sometimes |
| はじめて | はじめて | for the first time |
| まだ | まだ | (not) yet |
| きょう | きょう | today |
| あさって | あさって | the day after tomorrow |
| 来週 | らいしゅう | next week |
| 来月 | らいげつ | next month |
| 来年 | らいねん | next year |
| つく (つかない; ついた) | つく (つかない; ついた) | vi arrives |
| おととい | おととい** | the day before yesterday |
| 先週 | せんしゅう | last week |
| 先月 | せんげつ | last month |
| きょう年 | きょうねん | last year |
| 赤ちゃん | あかちゃん | baby |

*See Lesson 3, p. 83, footnote.

| | | |
|--------------------------|--------------------------|--|
| 生まれる (生まれない; 生まれた) | うまれる (うまれない; うまれた) | <i>vi</i> is born |
| インド | インド | India |
| 今週 | こんしゅう | this week |
| 今月 | こんげつ | this month |
| 今年 | ことし | this year |
| いつ | いつ | when? |
| はな | はな | flower |
| はる | はる | spring (one of the seasons) |
| に | に | <i>particle</i> , <i>Time marker</i> |
| さく (さかない; さいた) | さく (さかない; さいた) | <i>vi</i> blossoms; blooms |
| 夏 | なつ° | summer (one of the seasons) |
| あき | あき | fall; autumn (one of the seasons) |
| 冬 | ふゆ° | winter (one of the seasons) |
| 何よう日 | なんようび | what day (of the week)? |
| 月よう日 | げつようび | Monday |
| かよう日 | かようび | Tuesday |
| すいよう日 | すいようび | Wednesday |
| 木よう日 | もくようび | Thursday |
| きんよう日 | きんようび | Friday |
| どよう日 | どようび | Saturday |
| 日よう日 | にちようび | Sunday |
| Dialogue | | |
| まあ | まあ | <i>My!</i> (<i>an interjection, usually used by women</i>) |
| 買物 | かいもの | shopping |
| おはな | おはな | flower arranging |
| けいこ | けいこ | lesson; practice |

| | | |
|-------------------------|----------------------------|--|
| おくさま | おくさま | (your/his) wife (Hon.) |
| いけばな | いけばな | ikebana (Japanese flower arranging) |
| たのしい | たのしい | adj (is) enjoyable; fun |
| Reading | | |
| 大好き (な) | だいすき (な) | likes very much |
| イギリス | イギリス | England; Great Britain; U. K. |
| 今 | いま | now |
| ゆうめい (な) | ゆうめい (な) | famous |
| ハムレット | ハムレット | Hamlet (name of a play) |
| ともだち | ともだち | friend |
| きっぷ | きっぷ | ticket |
| 下さる (下さらない; 下さった) | くださる (くださらない; くださった) | vt gives (e.g., he gives me; BUT NOT I give you) (Hon.) (irr. [see 5.1.2 (4), p. 126]) |
| 大学生 | だいがくせい | college/university student |
| せんもん | せんもん | major (study) |
| ^{がい} 外国 | がいこく | foreign country |
| ヨーロッパ | ヨーロッパ | Europe |

Common Expressions

うんが よかったです。 うんが よかったです。 (I) was fortunate/lucky.

SECTION 2. KANJI STUDY

| | | | | |
|-----|---|----|---|-----|
| 737 | 時 | 時々 | ときどき | とき |
| | 々 | 時々 | symbol for repetition of previous character | |
| 810 | 週 | 来週 | らいしゅう | シュウ |
| 457 | 月 | 来月 | らいげつ | ゲツ |

1450

年

来年

らいねん

ネン

今年

ことし

とし

601

今

今週

こんしゅう

コン

今年

ことし *

*

今

いま

いま

123

夏

夏

なつ

なつ

1369

冬

冬

ふゆ

ふゆ

New Readings

1197

大: 大きい おおきい (3)

1713

木: 木村 きむら (8)

大学 だいがく (7)

木よう日 もくようび

大てい たいてい

1483

買: 買う かう (6)

1844

来: 来る くる (5)

買物 かいもの

来ない こない (5)

(買い物)**

来ます きます (5)

109

下: 下 した (7)

来週 らいしゅう

下さる くださる

1013

生: 学生 がくせい (1)

594

国: 中国 ちゅうごく (4)

生まれる うまれる

国 くに (8)

1440

日: 日本人 にほんじん (1)

^{がい}外国 がいこく

月よう日 げつようび

日よう日 にちようび

*Occasionally a two-kanji combination and more rarely a three-kanji combination is pronounced as a unit; i.e., it is not possible to assign a reading to each kanji independently.

**The form in parentheses is currently recommended by the Ministry of Education, but we have chosen the older form because it is still more common in present usage.

SECTION 3. DRILL

Substitution:

1. わたしは いつも コーヒーを 飲みます。

Cues: a) 大てい

b) よく

c) 時々

d) きょう はじめて

2. スミスさんは まだ 来ません。

Cues: a) 行く

b) ねる

c) おきる

d) かえる

3. ホワイトさんは もう 食べました。

Cues: a) 飲む

b) する

c) 読む

d) 来る

4. わたしは きょう 行きます。

Cues: a) あした

b) あさって

c) 来週

d) 来月

e) 来年

5. ジョンソンさんは きのう つきました。

- Cues: a) おととい
b) 先週
c) 先月
d) きょう年

6. 林さんの赤ちゃんは きのう 生まれました。

- Cues: a) きょう
b) おととい
c) 先週
d) 先月

7. きょうは インドのれきしのべんきょうを します。

- Cues: a) 今週
b) 今月
c) 今年

Question-Answer:

8. Q: 田中さんは いつ 来ますか。

A: (田中さんは) きょう 来ます。

- Cues: a) あさって
b) あした
c) 来年
d) 来月

9. Q: スミスさんは 来ましたか。

- A: (a) はい、(スミスさんは) もう 来ました。
(b) いいえ、まだ 来ません。
(c) いいえ、まだです。

Substitution:

10. (a) このはなは はる(に) さきます。

- Cues: a) 夏
b) あき
c) 冬

(b) この赤いはなは はる(に) さきます。

- Cues: a) 夏
b) 小さい あき
c) 大きい 冬

11. 月よう日に 日本語のぺんきょうを します。

- Cues: a) かよう日
b) すいよう日
c) 木よう日
d) きんよう日
e) どよう日
f) 日よう日

Expansion:

12. Change the basic sentence to include the word in the cue.

Basic sentence: 林さんは 働きます。

- Cues: a) いつも
b) 日よう日
c) 夏
d) よく

English Equivalents

1. I always drink coffee.
 - a) I usually drink coffee.
 - b) I often drink coffee.
 - c) I sometimes drink coffee.
 - d) I'm drinking coffee for the first time today.
2. Mr./Mrs./Miss Smith hasn't come yet.
 - a) Mr. Smith hasn't gone yet.
 - b) Mr. Smith hasn't gone to bed yet.
 - c) Mr. Smith hasn't got up yet.
 - d) Mr. Smith hasn't returned yet.
3. Mr./Mrs./Miss White has already eaten (or already ate).
 - a) Mr. White has already drunk (it).
 - b) Mr. White has already done (it).
 - c) Mr. White has already read (it).
 - d) Mr. White has already come.
4. I'm going today. / I will go today.
 - a) I'm going tomorrow.
 - b) I'm going the day after tomorrow.
 - c) I'm going next week.
 - d) I'm going next month.
 - e) I'm going next year.
5. Mr./Mrs./Miss Johnson arrived yesterday.
 - a) Mr. Johnson arrived the day before yesterday.
 - b) Mr. Johnson arrived last week.
 - c) Mr. Johnson arrived last month.
 - d) Mr. Johnson arrived last year.
6. Mrs./Mr. Hayashi's baby was born yesterday.
 - a) Mrs. Hayashi's baby was born today.
 - b) Mrs. Hayashi's baby was born the day before yesterday.
 - c) Mrs. Hayashi's baby was born last week.
 - d) Mrs. Hayashi's baby was born last month.
7. Today we're going to study the history of India. / Today I am (or we/they are) doing (the) study of the history of India.
 - a) This week we're going to study the history of India.
 - b) This month we're going to study the history of India.
 - c) This year we're going to study the history of India.
8. Q: When is Mr./Mrs./Miss Tanaka coming?
A: (Mr./Mrs./Miss Tanaka) is coming today.
 - a) (Mr. Tanaka) is coming the day after tomorrow.
 - b) (Mr. Tanaka) is coming tomorrow.
 - c) (Mr. Tanaka) is coming next year.
 - d) (Mr. Tanaka) is coming next month.
9. Q: Has (or Did) Mr./Mrs./Miss Smith come?
A: (a) Yes, (Mr. Smith) has already come.
(b) No, (Mr. Smith) hasn't come yet.
(c) No, not yet.

10. (a) This flower blooms in the spring.
 a) This flower blooms in the summer.
 b) This flower blooms in the fall.
 c) This flower blooms in the winter.
- (b) This red flower blooms in the spring.
 a) This red flower blooms in the summer.
 b) This small flower blooms in the fall.
 c) This large flower blooms in the winter.
11. (On) Monday (I/you/he/she/we/you/they) study (or will study) Japanese.
 a) On Tuesday (I) study Japanese.
 b) On Wednesday (I) study Japanese.
 c) On Thursday (I) study Japanese.
 d) On Friday (I) study Japanese.
 e) On Saturday (I) study Japanese.
 f) On Sunday (I) study Japanese.
12. Mr./Mrs./Miss Hayashi works/will work.
 a) Mr. Hayashi always works.
 b) Mr. Hayashi works/will work on Sunday.
 c) Mr. Hayashi works/will work in the summer.
 d) Mr. Hayashi works hard (or well).

SECTION 4. GRAMMAR

9.1. THE MANNER ELEMENT (see also Lesson 32). The Manner element will receive a fuller treatment in Lesson 32. In Lesson 9 we introduce a few simple manner expressions to show form and position of occurrence in a clause. In the drills, the manner words have been carefully chosen to show degree and contrast:

MANNER EXPRESSIONS (see also 18.2)

| Degree | | Contrast | |
|----------|-----------|----------|-----------------------|
| itsu mo | always | mō | already (affirmative) |
| taitē | usually | māda | (not) yet (negative) |
| yōku | often | | |
| tokidoki | sometimes | | |

This list could be extended *ad infinitum*, for Japanese abounds in manner words. However, our procedure will be to introduce such expressions in this lesson and pick up individual items from time to time. A summary treatment of the Manner element appears in Lesson 32. Note that manner words are not inflected, and that the position of occurrence in a clause is relatively free. Manner expressions such as those appearing in the chart above may occur in any clause type — copular, adjectival, or verbal.

9.2. THE TIME ELEMENT. The Time element is used to express the meaning "time in which an action takes place or a condition exists." This element is somewhat free in terms of the position of occurrence, but (like the Manner element) it frequently occurs as the first element in a clause.

The Time element may occur with the time-marker particle *ni* or without it. Some time expressions do not take the particle when filling the time slot; e.g.,

itsu when, kinō yesterday. Notice that words for the seasons—*hāru spring*, *natsu summer*, *āki fall*, *fuyu winter*—may or may not take *ni*. When the Time element is manifested by a time word plus *ni* it is freer in distribution. Lesson 10 continues this introduction of the Time element with the addition of hours, the months of the year, and so forth. In clauses such as the following, the Time element may be considered to occur twice: *Kono haná wa kotoshi hāru ni saki-máshita. This flower blossomed, this year, in the spring.*

9.2.1. TIME RELATIONS. For convenience, a chart is given below showing time relationships; e.g., "today," "yesterday," "tomorrow," "the day after tomorrow," "next year," etc. Taking the column marked NOW as one's standpoint, the column marked "-1" is to be interpreted as "the unit before the present" (where the unit is a day, a year, etc.), and the column marked "+1" is to be interpreted as "the unit which immediately follows the present."

TIME RELATIONS

| -2 | -1 | NOW | +1 | +2 |
|----------------------|------------|------------|------------|--------------------|
| ototoi | kinō | kyō | ashita | asátte |
| day before yesterday | yesterday | today | tomorrow | day after tomorrow |
| señsēnshū | señshū | konshū | raishū | saraishū |
| week before last | last week | this week | next week | week after next |
| señsēngetsu | sēngetsu | kongetsu | ráigetsu | saráigetsu |
| month before last | last month | this month | next month | month after next |
| otótoshi | kyóneñ | kotoshi | rainēñ | sarainēñ |
| year before last | last year | this year | next year | year after next |

9.2.2. TIME NOUN AFFIXES. The time slot is typically filled by time nouns which are distinguished from ordinary nouns and pronouns by the affixes which may accompany them:

TIME NOUN AFFIXES

| | | | |
|--------------|-------|-----------------|---------------|
| Prefix: mai- | every | Suffixes: -gōro | about, around |
| | | -goto* | every |
| | | -oki* | every other |

Examples:

| | | | |
|--------------|----------------|-----------|--|
| Kono haná wa | mai-toshi | sakimásu. | This flower blossoms every year. |
| Kono haná wa | haru-gōro | sakimásu. | This flower blossoms around spring. |
| Kono haná wa | nineñ-gōto ni | sakimásu. | This flower blossoms every two years. |
| Kono haná wa | ichineñ-oki ni | sakimásu. | This flower blossoms every other year. |

9.3. EXPANDED CLAUSES. An "expanded clause" is a basic clause pattern which includes at least one peripheral element. Peripheral elements are those elements

*May be used with nouns other than time nouns.

which are not diagnostic (contrastive) of particular clause types, such as Object (with transitive clauses only). In this lesson the peripheral elements of time and manner have been introduced. Note the diagram below showing clause expansion by including peripheral elements.

CLAUSE EXPANSIONS

(1) *Transitive Verbal Clause*

| 【 SUBJECT (wa) 】 | 【 MANNER 】 | 【 OBJECT (o) 】 | 【 PREDICATE 】 |
|------------------|------------|----------------|---------------|
| watashi | itsu mo | gôhan | tabemásu |
| Yamada-sa~ | taitē | ocha | nomimásu |
| kodomo | yôku | o-káshi | kaimásu |
| Tanaka-sa~ | tokidoki | ēgo | oshiemásu |

(2) *Intransitive Verbal Clause*

| 【 SUBJECT (wa) 】 | 【 TIME 】 | 【 PREDICATE 】 |
|------------------|----------|---------------|
| sonô hito | kinô | dekakemáshita |
| Árisu | ototoi | ikimáshita |
| watashi | se~shū | tsukimáshita |
| anáta | kyône~ | kimáshita |

Note that the fillers for the slots may be interchanged, providing semantic constraints are observed, giving a variety of sentences. For example:

- i. Tanaka-sa~ wa yôku ocha o nomimásu. Mr. Tanaka often drinks tea.
Otona wa taitē o-sake o nomimásu. Adults usually drink sake.
- ii. Sonô hito wa kinô dekakemáshita. He (or that person) left yesterday.
Árisu wa se~shū tsukimáshita. Alice arrived last week.

Permutation of the order of occurrence of slots (except for the predicate) is also possible. For example:

- iii. Yôku Tanaka-sa~ wa ocha o nomimásu. Mr. Tanaka often drinks tea.
- iv. Kinô sonô hito wa dekakemáshita. Yesterday he left.

The subjects in the above examples are all marked with the particle *wa* instead of *ga*. This means that in each example the subject is in focus, as explained in 7.4. In sentences given out of context it is normal to focus, or topicalize, or "thematize" the subject. Thus, Tanaka-sa~ wa yôku ocha o nomimásu, could be glossed as "As for Mr. Tanaka, he often drinks tea."

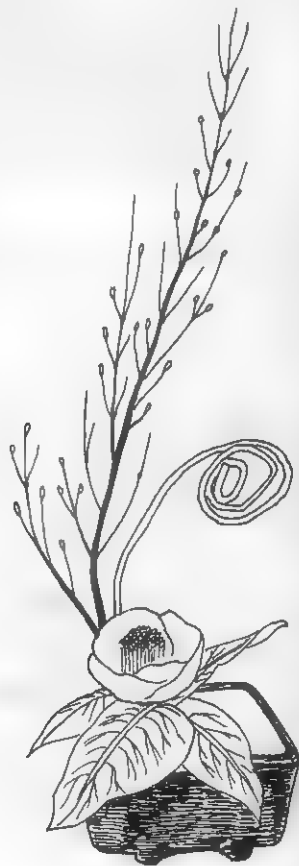
SECTION 5. DIALOGUE

(Two Women)

- 中村さん : まあ、 ホワイトさん、 おひさしぶり。
買物ですか。
- ホワイトさん : いいえ、 おはなのけいこです。
- 中村さん : そうですか。 先生は どなたですか。
- ホワイトさん : 木村さんのおくさます。
- 中村さん : いつ はじめましたか。
- ホワイトさん : 先月 はじめました。
- 中村さん : いつも かよう日ですか。
- ホワイトさん : ええ、 大てい かよう日です。 けれども、
時々 きんよう日に 行きます。
- 中村さん : いけばなは おもしろいですか。
- ホワイトさん : はい。 たのしいです。

English Equivalents

- Mrs. Nakamura: My! Mrs. White! I
haven't seen you for a
long time. Are you
going shopping?
- Mrs. White: No, I'm going to study
flower arranging.
- Mrs. Nakamura: Is that so? Who is
your teacher?
- Mrs. White: Mrs. Kimura.
- Mrs. Nakamura: When did you begin
(studying)?
- Mrs. White: I began last month.
- Mrs. Nakamura: Is it always on Tuesday?
- Mrs. White: Yes, it's usually on
Tuesday. But sometimes
I go on Friday.
- Mrs. Nakamura: Is flower arranging
interesting?
- Mrs. White: Yes, it's fun.



SECTION 6. READING

私はきのう えいがを 見ました。
おもしろかったです。

私は えいがが 大好きです。よく 見ます。
イギリスのえいがや アメリカのえいがが

5 好きです。日本のえいがは 時々 見ます。
中国のえいがは 先月 はじめて 見ました。
きれいでした。

今、ゆうめいな「ハムレット」のえいがが
あります。ともだちは もう 見ました。

10 でも、私は まだです。来週の日よう日の
きっぷが あります。山田さんが
下しました。私は うんが よかったです。

山田さんは 大学生です。せんもんは れきし
です。

15 日本は 古い国です。そして、れきしは
ながいです。

山田さんは 外国のれきしも 好きです。

来年は ヨーロッパのれきしの ベンきょうを
します。

20 日本の冬は さむいです。でも、夏は
むしあついです。それで、私は 先週の
木よう日 クーラーを 買いました。

いいクーラーです。でも、安かったです。

そのクーラーは 私のへやに あります。

25 きょう クラークさんが 来ました。私は
そのクーラーを 見せました。クラークさんも
あした クーラーを 買います。

SECTION 7. EXERCISES

Fill in the blanks:

| | | | | | |
|----|-----|------|----|----|-----|
| 1. | - 2 | おととい | | | |
| | - 1 | | 先週 | | きょ年 |
| | NOW | きょう | | | |
| | + 1 | あした | | 来月 | |
| | + 2 | | | | |

Answer in Japanese:

2. あなたは いつも パンを 食べますか。
3. きょうは 何曜日ですか。
4. あした 何のべんきょうを しますか。
5. きょ年の夏は さむかったですか。
6. きょうは か曜日ですか。

Express in Japanese:

7. It was hot last week.
8. I ate tempura yesterday.
9. The person will come Wednesday this week.
10. Mr. White's already come. (Hint: use Past)
11. Mrs. Smith hasn't come yet. (Hint: use Present)

Expand and transform the following, using the words given:

12. わたしは 来ます。 (きょ年)
13. かえりません。 (来年)
14. あついです。 (夏)
15. あの人は 行きます。 (まだ)

Add accent marks to all the above.

SECTION 8. VOCABULARY ENRICHMENT

Let's Practice!

- A: 私は 日本語 を べんきょうします。 I am going to study Japanese.
 ^{れきし}歴史 history
 新しいしごとのこと (facts) about (my) new job
- B: 私は ^{まいにち}毎日 ピアノ を れんしゅうしています。 I am practicing the piano every day.
 ^{かんじ}漢字の^{かた}書き方 how to write kanji
 ^{ひら}平およぎ the breaststroke
- C: ^ど土よう日は おはなの けいこです。 Saturday is my ikebana lesson.
 お茶 tea ceremony
 日本ぶよう traditional Japanese dance
 けんどう Japanese fencing

| | | |
|--------------|----------|---|
| (お) けいこ (する) | けいこ (する) | practice; training; lesson |
| ～道 | ～どう | the way of ～ (suffix attached to traditional Japanese arts) |

| | | |
|-----------------|---------|-------------------------------|
| ^か 華道 | かどう | the art of flower arrangement |
| 生け花 | いけばな | flower arrangement |
| 池の坊 | いけのぼう | Ikenobō School |
| 小原流 | おはらりゅう | Ohara School |
| 草月流 | そうげつりゅう | Sōgetsu School |

| | | |
|-----|--------|--------------------------|
| 茶道 | さどう | the way of tea |
| 茶の湯 | ちやのゆ | Cha-no-yu (tea ceremony) |
| 表千家 | おもてせんけ | the Omote School |
| 裏千家 | うらせんけ | the Ura School |

| | | |
|-----|-------|----------------------------|
| 邦楽 | ほうがく | traditional Japanese music |
| 長唄 | ながうた | long epic songs |
| 謡 | うたい | songs for the Noh drama |
| 琴 | こと | 13-string horizontal harp |
| 三味線 | しゃみせん | 3-string instrument |
| 尺八 | しゃくはち | bamboo flute |

I. 漢字+おくりがな
(ひらがな/カタカナ)

1. Wilson 先生は ことし の なつ に 日本に 来ました。 らいねん の ふゆ まで 日本に います。
2. Test は 大てい よう 日に あります。けれども 先 は よう 日でした。
() () もく しゅう げつ
3. 主人は いつも 日よう 日に golf を します。
() ()
4. あなたは えいが を 見ますか。
ときどき

A: 大てい_____。

5. 木よう日のつぎのつぎのよう日_____

5. Tokyo was hot and humid last summer (lit., the summer of last year).

LESSON 10

CLOCKS AND CALENDARS

PROBLEM: Telling time, months, and days in Japanese brings to focus several basic differences between Japanese and western languages.

OBJECTIVE: To continue the introduction of the Time slot, with fillers of hours, days, and months.

SECTION 1. VOCABULARY

Drill

| | | |
|----|---------------------|--|
| 一 | いち | one |
| 二 | に | two |
| 三 | さん | three |
| 四 | し; よん | four |
| 五 | ご | five |
| 六 | ろく | six |
| 七 | しち; なな | seven |
| 八 | はち | eight |
| 九 | く; きゅう | nine |
| 十 | じゅう | ten |
| 十一 | じゅういち ^{o*} | eleven |
| 十二 | じゅうに ^o | twelve |
| 二十 | にじゅう | twenty |
| 三十 | さんじゅう | thirty |
| ～時 | ～じ | -- o'clock (<i>classifier for time in hours</i>) |
| 何時 | なんじ | what time? |
| 一時 | いちじ | one o'clock |

^{*}See Lesson 3, p. 83, footnote.

| | | |
|-----|----------|---------------------------|
| 二時 | にじ | two o'clock |
| 三時 | さんじ | three o'clock |
| 四時 | よじ | four o'clock |
| 五時 | ごじ | five o'clock |
| 六時 | ろくじ | six o'clock |
| 七時 | しちじ | seven o'clock |
| 八時 | はちじ | eight o'clock |
| 九時 | くじ | nine o'clock |
| 十時 | じゅうじ | ten o'clock |
| 十一時 | じゅういちじ | eleven o'clock |
| 十二時 | じゅうにじ | twelve o'clock |
| ～半 | ～はん | half-past -- |
| 何月 | なんがつ | what month? |
| 一月 | いちがつ° | January |
| 二月 | にがつ° | February |
| 三月 | さんがつ | March |
| 四月 | しがつ° | April |
| 五月 | ごがつ | May |
| 六月 | ろくがつ° | June |
| 七月 | しちがつ° | July |
| 八月 | はちがつ° | August |
| 九月 | くがつ | September |
| 十月 | じゅうがつ° | October |
| 十一月 | じゅういちがつ° | November |
| 十二月 | じゅうにがつ° | December |
| 何日 | なんにち | what day (of the month)? |
| 一日 | ついたち° | the first (of the month) |
| 二日 | ふつか | the second (of the month) |
| 三日 | みっか | the third (of the month) |

| | | |
|---------|---------------------|----------------------------------|
| 四日 | よっか | the fourth (of the month) |
| 五日 | いつか | the fifth (of the month) |
| 六日 | むいか | the sixth (of the month) |
| 七日 | なのか | the seventh (of the month) |
| 八日 | ようか | the eighth (of the month) |
| 九日 | ここのか° | the ninth (of the month) |
| 十日 | とおか | the tenth (of the month) |
| 十一日 | じゅういちにち° | the eleventh (of the month) |
| 十二日 | じゅうににち° | the twelfth (of the month) |
| 十三日 | じゅうさんにち; じゅうさんにち | the thirteenth (of the month) |
| 十四日 | じゅうよっか | the fourteenth (of the month) |
| 十五日 | じゅうごにち | the fifteenth (of the month) |
| 十六日 | じゅうろくにち° | the sixteenth (of the month) |
| 十七日 | じゅうしちにち° | the seventeenth (of the month) |
| 十八日 | じゅうはちにち° | the eighteenth (of the month) |
| 十九日 | じゅうくにち | the nineteenth (of the month) |
| 二十日 | はつか | the twentieth (of the month) |
| 二十一日 | にじゅういちにち° | the twenty-first (of the month) |
| 二十四日 | にじゅうよっか | the twenty-fourth (of the month) |
| 三十日 | さんじゅうにち; さんじゅうにち | the thirtieth (of the month) |
| 三十一日 | さんじゅういちにち° | the thirty-first (of the month) |
| テスト | テスト | test; examination |
| (お)たん生日 | (お)たんじょうび | birthday |

Dialogue

| | | |
|-------|--------|--|
| このあいだ | このあいだ° | the other day |
| かぶき | かぶき | Kabuki (a classical Japanese theater form) |
| どう | どう | how? |

はじまる
(はじまらない;
はじまった)

はじまる
(はじまらない;
はじまった)

vi begins

タクシー

タクシー

taxi

Reading

北山

きたやま

Kitayama (personal name)

けさ

けさ

this morning

クラス

クラス

class

おわる

おわる

vi ends; finishes

(おわらない;
おわった)

(おわらない;
おわった)

ごご

ごご

afternoon; p.m.

それから

それから

after that; afterward

~ごろ

~ごろ ; ~ごろ

approximately; about (used with Time expressions)

Common Expressions

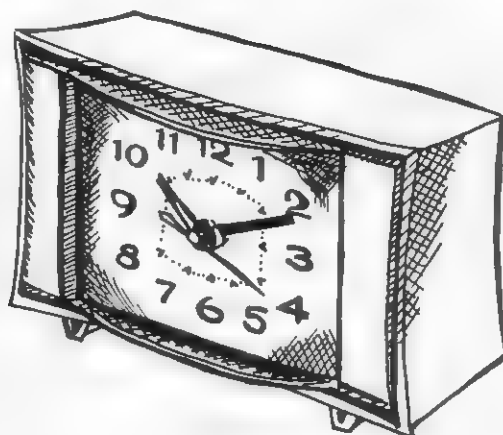
どうも ありがとう
ございました。

どうも ありがとう
ございました。

Thank you very much (for what you did).

| 日 | 月 | 火 | 水 | 木 | 金 | 土 |
|----|----|----|----|----|----|----|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

| | | | | | |
|----|-----|---|-----|---|----|
| 1 | JAN | 8 月 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 | FEB | 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 | 2 |
| 3 | MAR | 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 | APR | 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 | 4 |
| 5 | MAY | 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 | JUN | 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 | 6 |
| 7 | JUL | 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 | AUG | 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 | 8 |
| 9 | SEP | 2 3 4 5 6 7 8 1 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 | OCT | 1 2 3 4 5 6 8 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 | 10 |
| 11 | NOV | 4 5 6 7 8 9 10 1 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 | DEC | 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 | 12 |



SECTION 2. KANJI STUDY

| | | | | |
|------|-----|--------|----|-------|
| 33 | 一 | 一 | いち | イチ |
| | 一日 | ついたち * | | * |
| 1436 | 二 | 二 | に | ニ |
| | 二日 | ふつか | | ふた(つ) |
| | 二十日 | はつか * | | * |
| 666 | 三 | 三 | さん | サン |
| | 三日 | みっか | | みっ(つ) |
| 688 | 四 | 四 | し | シ |
| | 四 | よん | | よん |
| | 四時 | よじ | | よ |
| | 四日 | よっか | | よっ(つ) |

* 一日 *tsuitachi* and 二十日 *hatsuka* are combination readings (see fn. p. 190). For another meaning, 一日 may be read *ichinichi* *one day*, in which case 一 is read *ichi* and 日 is read *nichi*.

514

五

五

こ

ゴ

五日

いつか

いつ(つ)

1936

六

六

ろく

ロク

六日

むいか

むっ(つ)

746

七

七

しち

シチ

七

なな

なな

七日

なのか

なな(つ)

1500

八

八

はち

ハチ

八日

ようか

やっ(つ)

317

九

九

く

ク

九

きゅう

キュウ

九日

こののか

この(つ)

818

十

十

じゅう

ジュウ

十日

とおか

とお

二十日

はつか *

*

1509

半

～半

～はん

ハン

New Readings

737

時： 時々

ときどき(9) 1440 日： 日本人 にほんじん (1)

何時

なんじ日曜日 にちようび (9)

457

月： 来月

らいげつ(9) 一日 ついたち *

一月

いちがつ二日 ふつか1013 生： 学生 がくせい (1)生まれる うまれる (9)たん生日 たんじょうび

*See previous page footnote.

SECTION 3. DRILL

Question-Answer:

1. Q: 今 何時ですか。

A: 一時です。

Cues: a) 二時

b) 三時

c) 四時

d) 五時

e) 六時

2. Q: 今 七時ですか。

A: (a) はい、七時です。

(b) いいえ、七時ではありません。

Cues: a) 八時

b) 九時

c) 十時

d) 十一時

e) 十二時

Substitution:

3. (a) わたしは 五時に おきました。

Cues: a) 五時半

b) 六時

c) 六時半

d) 七時

e) 七時半

Expansion:

(b) Add きのう to the sentences above.

Example: わたしは きのう 五時に おきました。

Expansion and Transformation:

(c) Add あした to the sentences in 3(a).

Example: わたしは あした 五時に おきます。

Question-Answer:

4. Q: あなたは 何時に ねますか。

A: 十時に ねます。

- Cues: a) 十時半
b) 十一時
c) 十一時半
d) 十二時

Substitution:

5. わたしは 一月に 生まれました。

- Cues: a) 三月
b) 五月
c) 七月
d) 九月
e) 十一月

Question-Answer:

6. Q: あなたは 何月に 来ましたか。

A: 二月に 来ました。

- Cues: a) 四月
b) 六月
c) 八月
d) 十月
e) 十二月

Substitution:

7. きょうは 一日です。

Cues: a) 二日

b) 三日

c) 四日

d) 五日

Question-Answer:

8. Q: きょうは 何日ですか。

A: (きょうは) 六日です。

Cues: a) the seventh

b) the eighth

c) the ninth

d) the tenth

9. Q: いつ テストを しますか。

A: 十一日に (テストを) します。

Cues: a) the eighteenth

b) the twentieth

c) the twenty-fourth

10. Q: (あなたの)おたん生日は いつですか。

A: 一月一日です。

Cues: a) March 3rd

b) May 5th

c) July 7th

d) September 9th

English Equivalents

1. Q: What time is it now?
A: (It's) one o'clock.
a) (It's) two o'clock.
b) (It's) three o'clock.
c) (It's) four o'clock.
d) (It's) five o'clock.
e) (It's) six o'clock.
2. Q: Is it seven o'clock now?
A: (a) Yes, it's seven o'clock.
(b) No, it's not seven o'clock.

a) Is it eight o'clock now?
b) Is it nine o'clock now?
c) Is it ten o'clock now?
d) Is it eleven o'clock now?
e) Is it twelve o'clock now?
3. (a) I got up at five o'clock.
a) I got up at five-thirty.
b) I got up at six o'clock.
c) I got up at six-thirty.
d) I got up at seven o'clock.
e) I got up at seven-thirty.

(b) Yesterday, I got up at five o'clock.

(c) Tomorrow, I'm going to get up at five o'clock.
4. Q: What time (or when) do you go to bed?
A: (I) go to bed at ten.
a) (I) go to bed at ten-thirty.
b) (I) go to bed at eleven.
c) (I) go to bed at eleven-thirty.
d) (I) go to bed at twelve.
5. I was born in January.
a) I was born in March.
b) I was born in May.
c) I was born in July.
d) I was born in September.
e) I was born in November.
6. Q: In what month did you come?
A: (I) came in February.
a) (I) came in April.
b) (I) came in June.
c) (I) came in August.
d) (I) came in October.
e) (I) came in December.
7. Today's the first.
a) Today's the second.
b) Today's the third.
c) Today's the fourth.
d) Today's the fifth.

8. Q: What day is it today?
 A: (Today's/It's) the sixth.
 a) It's the seventh.
 b) It's the eighth.
 c) It's the ninth.
 d) It's the tenth.
9. Q: When are you going to give the exam (*lit.*, When do [you] do [the] exam)?
 A: On the eleventh.
 a) On the eighteenth.
 b) On the twentieth.
 c) On the twenty-fourth.
10. Q: When is your birthday?
 A: January 1st.
 a) March 3rd.
 b) May 5th.
 c) July 7th.
 d) September 9th.

SECTION 4. GRAMMAR

10.1. THE DUAL NUMBERING SYSTEM. Since Japanese is written with an adapted orthography borrowed from Chinese, a number of interesting features occur in the Japanese language which reflect the influence of this borrowing. One of these is the existence of two systems of numbering: one which is rooted in the original Japanese language, and one which manifests influence from the Chinese.

Except for a very few notable exceptions (see *jūyokka* the *fourteenth day of the month* and *hatsuka* the *twentieth day of the month* of this lesson), native Japanese numerals extend only to ten, after which the numerals of Chinese derivation must be used:

| Japanese | | From Chinese | Japanese | | From Chinese |
|----------|---|------------------------------------|-----------|----|--------------|
| hitōtsu | 1 | ichī | yattsū | 8 | hachī |
| futatsū | 2 | nī | kokōnotsu | 9 | kū; kyū |
| mittsū | 3 | san | tō | 10 | jū |
| yottsū | 4 | shī (often substituted by yōn) | | 11 | jūichī |
| | | | | 12 | jūnī |
| itsūtsu | 5 | gō | | 20 | nijū |
| muttsū | 6 | rokū | | 30 | sānjū |
| nanātsu | 7 | shichī (often substituted by nāna) | | | |

To tell time and to tell the months and years, Japanese uses the Chinese-derived system of numerals. The months have no special "names" as such (e.g., "January," "February," etc.). The student will note with interest that the Japanese designation of months is by "moons"—"first moon," "second moon," etc.

10.1.1. ACCENT ON NUMERALS. Some Japanese words do not have an innate accent but may acquire an accent under certain conditions. This is especially true of numerals and adverbs. Some numerals (see 10.1 and also Lesson 14) do not have an innate accent, but they acquire an accent on the final (or near-final) syllable under certain conditions, i.e., when followed directly by an element (or "case") marker such as *de*. For example: *Koko ni isu ga futatsu arimāsu*. *Here are two chairs.* *Futatsú de ikura desu ka?* *How much (does it cost) for two?*

When a numeral is accented differently according to its use, this is indicated in the vocabulary list in the following manner: *futatsu*°.

10.2. TELLING TIME. To ask the time in Japanese the copular clause construction is used: *Íma nānji desu ka?* *What time is it now?* The answer follows the same construction: *Íma jūji desu*. *It's now ten o'clock.* Though time nouns occur in the above examples, the Time *element* (which is a peripheral slot in clauses) does not occur. The phrases *nānji desu what time?* and *jūji desu ten o'clock* manifest the copular predicate (NOUN + *desu*).

Questions about time are usually more specific in Japanese than in English. Instead of asking, "When do you go to bed?" it is more natural in Japanese to say: *Anāta wa nānji ni nemāsu ka?* *At what hour do you go to bed?* In this verbal clause, the time element is manifested by *nānji ni at what hour* (and the time-marker particle *ni* is used).

The suffix for designating the hour is *-ji o'clock*; minute, *-fun* or *-pun*; and second, *-byō*. Thus, the question *Anāta wa nānji ni nemāsu ka?* may be answered by substituting a numeral for the prefix *nān-* in the pattern of the question: *Watashi wa jūji ni nemāsu*. *I go to bed at ten o'clock.*

To tell the time more exactly, minutes are added to the hours as follows: *jūji nijuppūn-sugi 20 minutes after 10*; *jūji nijuppūn-mae 20 minutes before 10*; *jūji-hān ten-thirty*.

SECTION 5. DIALOGUE

ホワイト： このあいだは、 かぶきのきつぷを どうも ありがとう
ございました。

木 村： いいえ、 どういたしまして。
かぶきは どうでしたか。

ホワイト： きれいでした。 でも、 日本語は わかりませんでした。

木 村： そうですね。 あれは 古い日本語です。

ホワイト： そうですか。

木 村： かぶきは 何時に はじまりましたか。

ホワイト： 五時に はじまりました。 わたしは 三時半に 出かけました。

木 村： 何時に かえりましたか。

ホワイト： 十時に かえりました。

木 村： タクシーは ありましたか。

ホワイト： ええ、 ありました。

木 村： よかったですね。



English Equivalents

- White: Thank you for the Kabuki tickets
(which you gave me) the other day.
- Kimura: Don't mention it. How was the Kabuki?
- White: (It was) beautiful. But I didn't understand the Japanese.
- Kimura: That's right. That Japanese is old (Japanese).
- White: Is that so?
- Kimura: What time did the Kabuki begin?
- White: It began at five. I went (or set out) at three-thirty.
- Kimura: What time did you get back home?
- White: I got home at ten.
- Kimura: Could you find a taxi (lit., Was there a taxi)?
- White: Yes.
- Kimura: That was fortunate (lit., It was good, wasn't it).

SECTION 6. READING

今、何時ですか。
一時半です。

今、何時ですか。
今、八時です。

5 ベンきょうきはじめます。

あなたは いつ 生まれましたか。

二月に 生まれました。

二月何日ですか。

二月三日です。

10 私は 北山^{きた}です。大学の先生です。

けさは 九時に 出かけました。

学生に けいざいを 教えました。

クラスは 十時には じまりました。

そして、十一時半に おわりました。

15 ごごは ベンきょうきを しました。

五時半ごろ かえりました。

きょうは 十月二十日、私のおすめの
たん生日です。

大きいケーキを 買いました。

20 七時に ごはんを 食べました。
それから、本を 読みました。



SECTION 7. EXERCISES

Answer in Japanese:

1. いつ かえますか。
2. 何時に ねますか。
3. 今 何時ですか。
4. きょうは 何日ですか。
5. 五月は あついですか。

Express in Japanese:

6. It is four o'clock.
7. When will the bus come?
8. When did you begin to study Japanese?
9. School starts at eight-thirty.
10. My birthday is July 4th.

Write in kanji, and indicate the readings also:

- | | | | |
|-----------------|-----------------|----------|-----------|
| 11. April 8 | 17. January 3 | 23. 3:00 | 29. 2:30 |
| 12. May 24 | 18. March 6 | 24. 5:00 | 30. 10:00 |
| 13. September 1 | 19. February 10 | 25. 6:30 | 31. 8:00 |
| 14. October 9 | 20. July 7 | 26. 1:30 | 32. 11:00 |
| 15. December 2 | 21. June 20 | 27. 4:00 | 33. 9:00 |
| 16. November 5 | 22. August 26 | 28. 7:30 | 34. 12:00 |

Add Accent marks to all the above.

SECTION 8. VOCABULARY ENRICHMENT

When Do You Eat?

Q: 朝御飯は 何時に 食べますか。

What time do you eat breakfast?

A: 七時に 食べます。

I eat at 7:00.

| | | | |
|-----|----|----------|----------------------|
| 朝御飯 | or | 朝食 | breakfast |
| 昼御飯 | or | 昼食 or お昼 | noon meal |
| 晩御飯 | or | 夕食 | evening meal |
| おやつ | | | snack |
| 間食 | | | eating between meals |

When Do They Bloom?

Q: 桜は いつ さきますか。

When do the cherry blossoms bloom?

A: 四月ごろ さきます。

Around April.

Q: 紅葉の季節は いつ ですか。

When is the season for autumn leaves?

A: 秋です。

Fall.

| | |
|----|------------------|
| 四季 | the four seasons |
| 春 | spring |
| 夏 | summer |
| 秋 | fall; autumn |
| 冬 | winter |

| | |
|-------|----------------------------|
| 梅 | (Japanese) plum (blossoms) |
| 桃 | peach (blossoms) |
| 藤 | wisteria |
| 水ばしょう | calla lily |
| あやめ | iris |
| あさがお | morning glory |
| ひまわり | sunflower |
| コスモス | cosmos |
| 菊 | chrysanthemum |

SECTION 9. SUMMARY TEST, Lesson 6 - 10 (For answers see Appendix 4)

I. 漢字+おくりがな
(ひらがな/カタカナ)

1. 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____ 9 _____
10 _____ 11 _____ 12 _____ 13 _____ 14 _____ 15 _____ 20 _____

2. かう うる よむ みる たべる のむ はなす おしえる できる

3. (目) (手) (声) (頭) (今年) (来年) (今週) (先月)

4. (beer) (bread) (cake) (coffee) (table) (taxi) (class)

II. Supply particles. Mark "x" where not needed.

- どなた__北川先生です__。
- この__日本語__本__むずかしいです。
- わたし__うち__いぬ__いません。
- アリス__りょうり__上手です。
- あなた__中国語__出来ますか。
- あの__わかい__人__後ろ__だれ__いますか。
- けさ、何時__おきましたか。

III. Fill in the parentheses with appropriate particles. Select from the intransitive-transitive verb pairs and write the verb on the line.

このあいだ、十時半ごろ、タクシー()私のうちの前に_____ました。
(とまる/とめる)

それから、タクシーのドア()_____ました。男の人がうち()じっと
(あく/あける)

(intently) _____ました。私はおどろきました。けれども、すぐにその男の
(見える/見る)

人はドア()_____ました。それから、タクシーがはしりました。
(しまる/しめる)

何もなかったです。けれども、こわかったです。

IV. Translate III into English.

V. Consulting the calendars and clock on pp. 206 and 207, answer the following questions.

- いま、何時ですか。 _____
- 左の大きいカレンダーは何月ですか。 _____
- 大きいカレンダーでは、五日は何曜日ですか。 _____
- 小さいカレンダーでは、九月は右の方にありますか。 _____
- 八月の木曜日は何日ですか。 _____

VI. Express in Japanese.

1. Mrs. Hayashi's baby was born on February 2.

2. My birthday is also February 2.

3. I go to the university on Mondays, Wednesdays and Fridays.

4. (On the telephone)

A. Hello, Is Nancy there?

B. No, she isn't in (right) now. She went to school.

A. What time will she return?

B. About 10:30 p.m.

VII. Complete the chart.

| Dictionary Form | Polite Form | Negative Polite Form | Past Polite Form |
|-----------------|-------------|----------------------|------------------|
| 好き | | | |
| いる | | | |
| ある | | | |
| しめる | | | |
| しまる | | | |
| ゆうめい | | | |
| たのしい | | | |

LESSON 11

WHERE, WHEN, AND HOW

PROBLEM: The Location Element is marked in two ways; with the particle **ni** (already introduced in Lesson 7), and with the particle **de**.

OBJECTIVE: (1) To present the Location slot marked with **de**.
(2) To present verb forms composed of noun + **suru**.

SECTION 1. VOCABULARY

Drill

| | | |
|-------------------------|--|---------------------------------------|
| で | で | <i>particle, Location marker</i> |
| ソ連 ^{れん} | ソ ^レ れん | U.S.S.R. |
| 京都 ^と | き ^{ョウ} と | Kyoto (<i>place name</i>) |
| オルファート | オル ^フ ファート | Olfert (<i>personal name</i>) |
| 山川 | や ^マ かわ | Yamakawa (<i>personal name</i>) |
| だいどころ | だいどころ | kitchen |
| いま | いま | living room |
| えいがかん | えい ^ガ かん | movie theater |
| およぐ (およがない; およいだ) | およ ^グ (およ ^ガ がない; およ ^イ だ) | <i>vi swims</i> |
| うみ | う ^ミ | ocean; sea |
| 川 | かわ | river |
| プール | プ ^{ール} | swimming pool |
| やさい | やさい | vegetable(s) |
| かど | か ^ド | corner (<i>e.g., street corner</i>) |
| 店 | み ^せ | store; shop |
| きんじょ | き ^ン じょ | neighborhood; vicinity |
| スーパーマーケット | ス ^ー パ ^ー マ ^ー ケ ^ー ツ ^ト | supermarket |
| 八百屋 ^や | やお ^や | vegetable(-fruit) shop/seller |

| | | |
|--------------------|---------|--------------------------------------|
| けっこんする | けっこんする | <i>vi</i> gets married |
| べんきょうする | べんきょうする | <i>vt</i> studies |
| ^{うん} 運動する | うんどうする | <i>vi</i> exercises |
| りょうりする | りょうりする | <i>vt</i> cooks; prepares food |
| りょ行する | りょこうする | <i>vi</i> takes a trip |
| でんわする | でんわする | <i>vi</i> telephones |
| レストラン | レストラン | restaurant |
| 食事する | しょくじする | <i>vi</i> eats |
| そと | そと | outside |
| りょ行 | りょこう | (a) trip |
| けいかくする | けいかくする | <i>vt</i> plans |
| にわ | にわ | garden; yard |
| そうじする | そうじする | <i>vt</i> cleans |
| シャツ | シャツ | undershirt; shirt |
| せんたくする | せんたくする | <i>vt</i> does the washing; launders |
| 食事 | しょくじ | (a) meal |
| よういする | よういする | <i>vt</i> prepares |
| せんたく | せんたく | washing; laundry |
| そうじ | そうじ | cleaning |
| けいかく | けいかく | (a) plan |
| ようい | ようい | preparation |
| けんきゅうする | けんきゅうする | <i>vt</i> studies; researches |

Dialogue

| | | |
|-----|-----|---|
| わ | わ | <i>sentence final particle, fem.</i> |
| あまり | あまり | (not) very (much) (<i>occurs with neg.</i>) |

Reading

| | | |
|----------------------|--------|--|
| (お)見 ^み 合い | (お)みあい | (a) formal interview (first meeting) with a prospective marriage partner |
|----------------------|--------|--|

| | | |
|----------------------|-------------------------------|---|
| よし子 | よしこ | Yoshiko (name, fem.) |
| を | を | particle, Starting Point marker |
| 出る (出ない; 出た) | でる (でない; でた) | vi graduates |
| お母さん | おかあさん | (your/his) mother |
| りれきしよ | りれきしよ; りれきしよ; りれきしよ; りれきしよ | curriculum vitae; record of (one's) life |
| 友達 | ともだち | friend |
| お父さん | おとうさん | (your/his) father |
| そこで | そこで | then; thereupon |
| かぶき座 ^ざ | かぶきざ | (the) Kabuki Theater |
| 日 | ひ; ~ひ | (a) day |
| とても | とても | very |
| デート | デート | (a) date; engagement |
| 渋谷 ^{しぶや} | しぶや | Shibuya (place name) |
| 新宿 ^{しんじゅく} | しんじゅく | Shinjuku (place name) |
| ホテル | ホテル | hotel |
| お茶 | おちゃ | tea ceremony |
| お花 | おはな | flower arranging |
| まだ | まだ | still |
| 作る (作らない; 作った) | つくる (つくらない; つくった) | vt makes |
| けっこん | けっこん | marriage |

SECTION 2. KANJI STUDY

| | | | | |
|------|---|------|----------------|-------|
| 1069 | 川 | 山川 | やま <u>かわ</u> | かわ |
| 1347 | 店 | 店 | <u>みせ</u> | みせ |
| 99 | 屋 | 八百屋 | やお <u>や</u> | や |
| 733 | 事 | 食事 | しょく <u>じ</u> | ジ |
| 1663 | 母 | お母さん | お <u>かあ</u> さん | |
| 1798 | 友 | 友達 | <u>とも</u> だち | とも |
| 1213 | 達 | 友達 | とも <u>だち</u> | タツ |
| 1584 | 父 | お父さん | お <u>とう</u> さん | |
| 116 | 花 | お花 | お <u>はな</u> | はな |
| 648 | 作 | 作る | <u>つく</u> る | つく(る) |

New Readings

| | | | | | | | |
|------|--------|--------------|------|------|--------|-----------------------|------|
| 1500 | 八： 八月 | <u>はち</u> がつ | (10) | 1408 | 動： 動く | <u>うご</u> く | (5) |
| | 八日 | <u>よう</u> か | (10) | | 運動 | うん <u>どう</u> | |
| | 八百屋 | やお <u>や</u> | | 1440 | 日： 日本人 | <u>にほん</u> じん | (1) |
| 940 | 食： 食べる | <u>た</u> べる | (6) | | 日曜日 | <u>にち</u> よう <u>び</u> | (9) |
| | 食事 | <u>しょく</u> じ | | | 一日 | つ <u>いた</u> ち | (10) |
| | | | | | 二日 | ふ <u>つ</u> か | (10) |
| | | | | | その日 | その <u>ひ</u> | |

SECTION 3. DRILL

Substitution:

1. わたしは 日本で カメラを 買います。

Cues: a) 東京
b) ソ^{れん}連
c) 外^{がい}国
d) 京^と都

2. 高橋^{はし}さんは 日本で 生まれました。

Cues: a) ホ^ホワイト ア^アメリカ
b) オ^オルファート ド^ドイツ
c) ペ^ペン 中^中国
d) 山^山川 東^東京

3. かないは だいどころでは 本を 読みません。

Cues: a) う^うち
b) い^いま
c) え^えいがかん
d) 学^学校

Question-Answer:

4. Q: あなたは そこで およぎましたか。

A: (a) はい、(わたしは) (そこで) およぎました。

(b) いいえ、(わたしは) (そこでは) およぎませんでした。

Cues: a) あ^あそこ
b) う^うみ
c) 川^川
d) プ^プール

5. Q: あなたは どこで やさいを 買いますか。

A: (わたしは) かどの店で 買います。

- Cues: a) きんじょの店
b) スーパーマーケット
c) あの八百屋
d) デパート

Substitution:

6. わたしは けっこんします。

- Cues: a) ぺんきょう
b) ^{うん}運動
c) りょうり
d) りょ行

7. わたしは デパートで でんわしました。

- Cues: a) へや ぺんきょう
b) だいどころ りょうり
c) レストラン 食事
d) うちのそと ^{うん}運動

8. わたしが いつも りょ行を けいかくします。

- Cues: a) にわ そうじ
b) にく りょうり
c) シャツ せんたく
d) 食事 ようい

9. わたしが 大てい シャツのせんたくを します。

- Cues: a) にわ そうじ
b) りょ行 けいかく
c) 食事 ようい
d) にく りょうり

Question-Answer:

10. Q: あなたは どこで 日本語を べんきょうしますか。

A: (わたしは) 学校で (日本語を) (べんきょう)します。

Cues: a) フランス語/べんきょう

b) かぶき/けんきゅう

c) ドイツの^{ぶん}文学/けんきゅう

Particle Distinction:

11. Distinguishing に and で :

Example: Teacher: わたしは アメリカ/生まれました。

Student: わたしは アメリカで 生まれました。

Cues: a) 田中さんは 東京/働きます。

b) わたしは いつも うち/食事します。

c) 銀行の前/スーパーマーケットがあります。

d) あなたは どこ/日本語を べんきょうしましたか。

e) 友達は どこ/いますか。

English Equivalents

1. I buy cameras in Japan.

a) I buy cameras in Tokyo.

b) I buy cameras in the U.S.S.R.

c) I buy cameras abroad (*lit.*, I buy cameras in a foreign country).

d) I buy cameras in Kyoto.

2. Mr./Mrs./Miss Takahashi was born in Japan.

a) Mr. White was born in America.

b) Mr. Olfert was born in Germany.

c) Mr. Peng was born in China.

d) Mr. Yamakawa was born in Tokyo.

3. My wife does not read in the kitchen (*lit.*, My wife does not read a book in the kitchen).

a) My wife does not read at home.

b) My wife does not read in the living room.

c) My wife does not read at the movie theater.

d) My wife does not read at school.

4. Q: Did you swim there (or Have you swum there)?
A: (a) Yes, (I) swam (there) (or Yes, I did or Yes, I have).
(b) No, (I) didn't swim (there) (or No, I didn't or No, I haven't).
- a) Did you swim over there?
b) Did you swim in the ocean?
c) Did you swim in the river?
d) Did you swim in the swimming pool?
5. Q: Where do you buy vegetables?
A: (I) buy (them) at the corner store.
a) (I) buy (them) at the neighborhood/local store.
b) (I) buy (them) at the supermarket.
c) (I) buy (them) at that grocery (vegetable) store.
d) (I) buy (them) at the department store.
6. I'm getting married (*lit.*, I will marry).
a) I'm going to study.
b) I'm going to exercise.
c) I'm going to cook.
d) I'm going to take a trip.
7. I telephoned from the department store (or I made a phone call at the department store).
a) I studied in (my) room.
b) I cooked in the kitchen.
c) I ate at a restaurant.
d) I exercised outside (the house).
8. I always plan trips (or It is I who always plans trips).
a) I always clean the garden.
b) I always cook meat.
c) I always wash (my) shirts.
d) I always prepare (my own) food.
9. I usually wash (my) shirts (or It is I who usually washes [my] shirts).
a) I usually clean the garden.
b) I usually plan trips.
c) I usually prepare (my own) meals.
d) I usually cook meat.
10. Q: Where do you study Japanese?
A: (I) (study) (Japanese) at school.
a) Where do you study French?
b) Where do you study (or do research on) Kabuki?
c) Where do you study (or do research on) German literature?
11. Teacher: (Cues) America/was born
Student: I was born in America.
a) Mr. Tanaka works in Tokyo.
b) I always eat at home.
c) There's a supermarket in front of the bank.
d) Where did you study Japanese?
e) Where is your friend?

SECTION 4. GRAMMAR

11.1. THE LOCATION ELEMENT (2). In Lesson 7 (see 7.2) the Location element marked by *ni* was introduced in clauses with the two intransitive verbs, *arimásu* *is* (inanimate) and *imásu* *is* (animate). With these stative verbs, the interpretation of the Location element is "location in which a certain state or condition exists."

In this lesson the slot meaning of the Location element is: *location in which an action takes place*; the slot marker is *de*.

The student will observe in the drills that when the Location element describes the place where one works, or plays, or is born, it is marked by the particle *de*: *Nihôn de kâmera o kaimásu.* (*I buy cameras in Japan.* *Nihôn de umaremáshita.* (*I was born in Japan.* Emphatic, with negative predicate: *Kânai wa daidokoro de wa hōn o yomimasēn.* *My wife doesn't read (a book) in the kitchen.*

11.1.1. LOCATIVE PRONOUNS. There is a series of locative pronouns which corresponds with the demonstrative pronoun series (see 1.3.):

LOCATIVE PRONOUNS

| | | | |
|------|---|-------|---------------|
| koko | here (<i>near the speaker</i>) | asoko | there; yonder |
| soko | there (<i>near the one addressed</i>) | dôko | where? |

11.2. MAKING VERBS OF NOUNS BY ADDING *suru*. As was explained in Lesson 10, many words in Japanese are of Chinese origin; i.e., they are Chinese loans. But since verbs are not inflected in Chinese (in fact, there is no clear distinction between nouns and verbs as separate "parts of speech"), when Chinese loan words were fit into Japanese syntax, it was necessary to devise a means to inflect them when they were used as verbs. The problem was solved by adding the verb *suru* *does* after the Chinese loan word. Thus:

| | NOUN | | VERB |
|--------|-----------|-------------|--------------|
| kekkoñ | marriage | kekkoñ-suru | gets married |
| deñwa | telephone | deñwa-suru | telephones |
| kēkaku | (a) plan | kēkaku-suru | plans |

Since Chinese compounds, such as these given in the example above, are borrowed as nouns in Japanese, it is also possible to use them as nouns in Japanese syntax. Thus they may be used as subject or object: *Kekkoñ wa itsu desu ka?* *When are you getting married* (lit., [Your] marriage, when is it)? *Itsu kekkoñ o shimásu ka?* *When are you getting married* (lit., When do you do marriage)?

11.3. EMPHATIC SENTENCE-FINAL PARTICLES *yo* AND *wa*. The dialogues to this point have employed only one emphatic sentence-final particle—*yo*. This particle may be used either by men or women for emphasis. However, women often prefer to use an alternate particle *wa* which is conventionally interpreted as "softer" and "more feminine."

| | | |
|---------|--|---|
| Woman: | Depāto wa takái desu wa. | The department store's expensive. |
| Woman | | |
| or Man: | Yaoya ní wa atarashíi yasai ga arimásu yo. | The vegetable(-fruit) store has fresh vegetables. |

There is a wide variety of emphatic sentence-final particles, but the two introduced here are by far the most common.

SECTION 5. DIALOGUE

(Two Women)

クラークさん： ペンさん、 テーブルの上に 新しいカメラが
ありますね。

ペンさん： ああ、 このカメラですか。 これは きのう
デパートで 買いました。

クラークさん： デパートで 買いましたか。 わたしは カメラを
きんじょの店で 買いました。

ペンさん： その店は 安かったですか。

クラークさん： はい。 デパートは 高いですわ。

ペンさん： でも、 デパートは きれいです。 わたしは
日本のデパートが 好きです。

クラークさん： あなたは やさいも デパートで 買いますか。

ペンさん： いいえ、 やさいは スーパーマーケットで
買います。

クラークさん： 八百屋には 新しいやさいが ありますよ。

ペンさん： 八百屋は だめです。 わたしは 日本語が
あまり 出来ません。

クラークさん： わたしは 八百屋で 日本語を べんきょう
しましたわ。

English Equivalents

Mrs. Clark: There's a new camera on the table, isn't there, Mrs. Peng.

Mrs. Peng: Oh, this camera? I bought it yesterday at the department store.

Mrs. Clark: (You) bought it at the department store? I bought (my) camera
at the neighborhood store.

Mrs. Peng: Was it cheap at that store?

Mrs. Clark: Yes. The department store is expensive.

Mrs. Peng: But the department store is beautiful. I like Japanese depart-
ment stores.

Mrs. Clark: Do you buy vegetables at the department store, too?

Mrs. Peng: No, I buy vegetables at the supermarket.

Mrs. Clark: The vegetable store has fresh vegetables.

Mrs. Peng: The vegetable store is no good; I can't speak Japanese very well.

Mrs. Clark: I studied Japanese at the vegetable store.

SECTION 6. READING

お見合い

よし子さんは、きよ年の三月、大学を 出ました。大学では、アメリカの文学を べんきょうしました。

5 今年の二月、お母さんは、よし子さんのきれいなしゃしんとりれきしよを、古い友達の高橋さんに 上げました。高橋さんは、それを山川さんのお父さんとお母さんに 見せました。山川さんも それを 見ました。そこで、山川さんのお母さんは、山川さんの しゃしんとりれきしよを 高橋さんに 上げました。

よし子さんと山川さんは 三月に かぶき座でお見合いを しました。そこには、よし子さんのお母さんと 高橋さんと 山川さんのお母さんとも いました。よし子さんは、その日 着物を きました。とても きれいでした。よし子さんは 山川さんが 好きでした。山川さんも よし子さんが 好きでした。

それから、よし子さんと山川さんは、日曜日はいつも デートします。時々、渋谷で えいがを 見ます。新宿のレストランで 食事します。よし子さんのうちでも 山川さんのうちでも 食事します。よし子さんの お父さんとお母さんは 山川さんが とても 好きです。山川さんのお父さんとお母さんも よし子さんが 好きです。よし子さんと山川さんは 九月十七日に ホテルで けっこんします。

よし子さんは、もう お茶とお花は 出来ます。けれども、りょうりは まだ あまり上手では ありません。それで、来週、りょうり学校で べんきょうを はじめます。よし子さんとお母さんは、よく デパートで 買物を します。もう いろいろな物を買いました。お母さんは、よし子さんの着物を作ります。けっこんのよういは まだ いろいろ あります。

SECTION 7. EXERCISES

Fill each blank with an appropriate particle:

1. ここ ____ かみ ____ あります。
2. 子ども ____ にわ ____ あそびました。
3. だれ ____ ここ ____ コーヒー ____ 飲みましたか。
田中さん ____ 飲みました。
4. わたし ____ いつも ____ にわ ____ そうじします。
5. 田中さん ____ おくさん ____ 食事 ____ ようい ____ しました。

Construct sentences using the words and particles given:

6. ここ, いぬ, が, います, に, か
7. きのう, およぎました, わたし, で, プール, は
8. 生まれました, で, あなた, か, は, どこ
9. さむい, そと, です, は, まだ
10. 大てい, 食事, ようい, の, わたし, を, します, が

Answer in Japanese:

11. あなたは きのう どこで 日本語を べんきょうしましたか。
12. いつ デパートで カメラを 買いましたか。
13. いつ どこで 日本語を べんきょうしましたか。
14. あなたは どこで およぎますか。

Express in Japanese:

15. Do you study Japanese at school?
16. It is hot in summer.
17. I ate at a restaurant.
18. Mr. Tanaka saw a movie at the movie theater.
19. I bought a ballpoint pen at the store over there.

Add accent marks to all the above.

SECTION 8. VOCABULARY ENRICHMENT

お見合いですか、恋愛ですか。

A: 私は今年結婚します。

I'm getting married this year.

B: おめでとうございます。

Congratulations!

お見合いですか、それとも恋愛ですか。Is it an arranged marriage, or a love marriage?

A: 恋愛です。おなじ会社の人です。

Ours is a love match. We work in the same company.

B: ああ、職場結婚ですか。

Oh, you met at work, huh?

C: 私も秋に結婚します。

I'm getting married, too, in the fall.

B: あら、良かったわね。

Oh, great!

あなたも職場結婚ですか。

Did you meet at work, too?

C: いいえ、母のお友だちの紹介です。

No, a friend of my mother's introduced us.

B: あなたはお見合いですね。

Oh, it was arranged?

C: そうです。

That's right.

あなたもお見合い結婚だったわよね。

Your marriage was arranged too, wasn't it?

おしあわせですか。

Are you happy?

B: ええ、おかげさまで。

Yes, we are.

| | | | |
|-----|------------------------------|------|-----------------------------------|
| 媒酌人 | go-between | 婚約 | engagement |
| 結納 | exchange of engagement gifts | 結婚式 | wedding ceremony |
| 披露宴 | wedding reception | 花嫁 | bride |
| 花婿 | bridegroom | 新婚旅行 | honeymoon |
| 祝儀袋 | congratulatory gift envelope | 引き出物 | a gift (to guests at the wedding) |
| 吉日 | an auspicious day | | |

SECTION 9. SELF TEST (For answers see Appendix 4)

I. 漢字+おくりがな
(ひらがな/カタカナ)

1. カタカナ

pool() supermarket() restaurant()
undershirt() date() hotel()

2. ひらがな

八百屋() 食事() 運動()

3. かんじ+おくりがな

(a) _____ の お _____ さんにお _____ をあげました。
 ともだち かあ はな

(b) 山 _____ さんの お _____ さんの _____ で この本を 買いました。
 かわ どう みせ

(c) _____ を _____ しました。
 しょくじ

II. Write a question to match the answer.

1. Q: _____

A: 私は アメリカの テキサスしゅう (the State of Texas) で 生まれました。

2. Q: _____

A: いいえ、そこでは およぎませんでした。

3. Q: _____

A: きんじょの スーパーマーケットで 買います。

4. Q: _____

A: 私が 大てい りょ行のけいかくを します。

5. Q: _____

A: 銀行の前に あります。

III. Fill in the particles. Mark "X" where a particle is not needed.

1. 高橋さんは 京都 _____ かいしゃ _____ 働きます。うち _____ 神戸 _____ に あります。

2. Q: (あなたは) どこ _____ 日本語 _____ べんきょうしましたか。

A: 日本語学校 _____ べんきょうしました。学校は新宿 _____ あります。

3. (あなたは) いつ _____ 日本 _____ 来ましたか。

4. いつも _____ おうち _____ 食事 _____ しますか。

5. おうち _____ いぬ _____ いますか。

LESSON 12

DIRECTIONS

PROBLEM: There is a large number of direction-marker particles.

OBJECTIVE: (1) To introduce the direction element.
 (2) To show how the direction element is focused with the particle *wa*.

SECTION 1. VOCABULARY

Drill

| | | |
|-------------------------|-------------------------|--|
| 銀座 ^{ぎんざ} | ぎんざ | (the) Ginza (place name) |
| に | に | particle, Direction marker |
| 駅 | えき; ~えき | station (railroad) |
| 池袋 ^{いけぶくろ} | いけぶくろ | Ikebukuro (place name) |
| お茶の水 ^{みず} | おちゃのみず | Ochanomizu (place name) |
| はいる (はいらない; はいった) | はいる (はいらない; はいった) | <i>vi</i> enters |
| 山 | やま | mountain |
| のぼる (のぼらない; のぼった) | のぼる (のぼらない; のぼった) | <i>vi</i> climbs |
| へ | へ (pronounced え) | particle, Direction marker |
| 横浜 ^{よこはま} | よこはま | Yokohama (place name) |
| 北海道 ^{ほっかいどう} | ほっかいどう | Hokkaido (place name) |
| まで | まで | to; up to; until |
| さかな | さかな | fish |
| くすり | くすり | medicine |
| わたしたち | わたしたち; わたしたち | we; us |
| ~たち | ~たち | pronoun plural suffix; also used with nouns designating people |
| から | から | from |

| | | |
|----------------------|-------------------------|---|
| 奈良 ^{なら} | なら | Nara (<i>place name</i>) |
| 乗る (乗らない; 乗った) | のる (のらない; のった) | <i>vi</i> rides; boards (a vehicle) |
| 電車 ^{でん} | でんしゃ; でんしゃ | electric train |
| ふね | ふね | boat; ship |
| ひ行き | ひこうき | plane; airplane |
| 地下てつ | ちかてつ | subway |
| 汽車 | きしゃ | train (<i>lit.</i> , steam [engine] train; <i>meaning</i> long-distance train) |
| ソファー | ソファー | sofa; * couch |
| たたみ | たたみ | tatami (straw mats for floors) |
| ゆか | ゆか | floor |
| つくえ | つくえ | desk; table |
| おく (おかない; おいた) | おく (おかない; おいた) | <i>vt</i> places; puts |
| 歩く (歩かない; 歩いた) | あるく (あるかない; あるいた) | <i>vi</i> walks |
| わたなべ | わたなべ | Watanabe (<i>personal name</i>) |
| Dialogue | | |
| あなた方 | あなたがた | you (<i>plural</i>) |
| ～方 | ～がた | <i>pronoun plural suffix</i> (though not used with <i>watashi</i> ; also used with nouns designating people in <i>honorific speech</i>) |
| ～年 | ～ねん | <i>classifier for years</i> |
| 前 | まえ | ago |
| 所 | ところ; ～ところ | (a) place |
| もちろん | もちろん | of course; certainly |
| 新かんせん | しんかんせん | limited express; the "Bullet train" (<i>lit.</i> , New Trunk Line) |

*In this word some Japanese speakers today use the English "f".

はやい

はやい

adj (is) fast

Reading

^{はる}
春

はる

spring (one of the seasons)

中

なか

inside

^{みやこ}

都

みやこ

(the) capital

^ず
地図

ちず

map

(お)^{てら}寺

おてら; てら

(Buddhist) temple

^{じんじゃ}
神社

じんじゃ

(Shinto) shrine

たくさん

たくさん°

a lot; much

^じ
東寺

とうじ

Toji (name of a temple)

ぶつぞう

ぶつぞう

Buddhist statue

こわい

こわい

adj (is) fearful; frightening; afraid

かお

かお

face

^{きんかくじ}
金閣寺

きんかくじ

Kinkakuji (name of a temple)

^{かくじ}
銀閣寺

ぎんかくじ

Ginkakuji (name of a temple)

^{りょうあんじ} ^{りょうあんじ}
龍安寺 (竜安寺)*

りょうあんじ

Ryoanji (name of a temple)

石

いし

(a small) stone

よる

よる

night

^{ぎおん}
祇園

ぎおん

Gion (place name)

^{みやこ}
都おどり

みやこおどり

Miyako dance (Japanese dance performed in Kyoto by Maiko dancers)

まいこ(さん)

まいこ(さん)

Maiko dancer(s) (traditional dancing girls of Kyoto)

おび

おび

sash (worn with kimono)

長い

ながい

adj (is) long

一日

いちにち

a/one day

*The form in parentheses is also sometimes used, but the first entry is the traditional way of writing the name of this temple.

SECTION 2. KANJI STUDY

| | | | | |
|------|---|------|--------------|-------|
| 67 | 駅 | 駅 | <u>えき</u> | エキ |
| 924 | 乗 | 乗る | <u>の</u> る | の(る) |
| 1237 | 地 | 地下てつ | <u>ち</u> かてつ | チ |
| 270 | 汽 | 汽車 | きし <u>ゃ</u> | キ |
| 1657 | 歩 | 歩く | <u>ある</u> く | ある(く) |
| 856 | 所 | 所 | <u>ところ</u> | ところ |
| 1044 | 石 | 石 | <u>いし</u> | いし |
| 1277 | 長 | 長い | <u>なが</u> い | なが(い) |

New Readings

| | | | | | | | | | |
|-----|----|----------|--------------|-----|------|----|------|---------------|-----|
| 758 | 車: | 車 | <u>くるま</u> | (5) | 1669 | 方: | 方 | <u>かた</u> | (2) |
| | | でん 電車 | <u>でんしゃ</u> | | | | (の)方 | (の) <u>ほう</u> | (7) |
| 109 | 下: | 下 | <u>した</u> | (7) | | | あなた方 | あなた <u>がた</u> | |
| | | 下さる | <u>くだ</u> さる | (9) | | | | | |
| | | 地下てつ | <u>ちか</u> てつ | | | | | | |

SECTION 3. DRILL

Question-Answer:

1. Q: このバスは 銀座^{ぎんざ}に 行きますか。

A: (a) はい、行きます。

(b) いいえ、行きません。

Cues: a) 新宿^{しんじゅく}

b) 東京駅

c) 渋谷^{しぶや}

d) 池袋^{いけぶくろ}

e) お茶の水^{みず}

Substitution:

2. ジョンソンさんは わたしのうちに 来ました。

Cues: a) ここ

b) この学校

c) 日本

d) この大学

3. わたしは 大学に はいりました。

Cues: a) 山 のぼる

b) うち かえる

c) そと 出かける

d) 学校 行く

4. どういう日に 東京へ 行きました。

Cues: a) 横浜^{よこはま}

b) 北海道^{ほっかいどう}

c) 新宿^{しんじゅく}

d) 渋谷^{しぶや}

5. きのう 八百屋まで 行きました。

- Cues: a) 本屋
b) にく屋
c) さかな屋
d) くすり屋

6. わたしたちは 京都から 来ました。

- Cues: a) 東京
b) 横浜
c) 奈良
d) アメリカ

7. ここから バスに 乗ります。

- Cues: a) 電車
b) ふね
c) ひ行き
d) 地下てつ
e) 汽車

8. スミスさんは そこに すわりました。

- Cues: a) いす
b) ソファー
c) たたみ
d) ゆか

9. つくえの上に それを おきました。

- Cues: a) つくえの下
b) でんわのよこ
c) ドアのみぎ
d) 本のひだり

10. (a) わたしは きのう 駅から うちまで 歩きました。

- Cues: a) はしる
b) おととい バスに乗る
c) タクシーに乗る

(b) わたしは けさ 駅から ^{じゆう}うちまで タクシーに 乗りました。

- Cues: a) 新宿 東京駅
b) 学校 病院
c) うち ホワイ特さんのうち

Particle Distinction:

11. Distinguishing に and で :

Example: Teacher: (Cues) あした 東京／行きます

Student: あした 東京に 行きます。

- Cues: a) 東京／働きます
b) このうち／いぬが います
c) わたなべさんは テーブルの上／それを おきました
d) スミスさんは アメリカ／かえりました
e) ここ／べんきょうします

English Equivalents

1. Q: Does this bus go to the Ginza?
A: (a) Yes, it does (*lit.*, Yes, [it] goes).
(b) No, it doesn't (*lit.*, No, [it] does not go).

a) Does this bus go to Shinjuku?
b) Does this bus go to Tokyo Station?
c) Does this bus go to Shibuya?
d) Does this bus go to Ikebukuro?
e) Does this bus go to Ochanomizu?
2. Mr./Mrs./Miss Johnson came to my house.
a) Mr. Johnson came here.
b) Mr. Johnson came to this school.
c) Mr. Johnson came to Japan.
d) Mr. Johnson came to this university.
3. I entered the university/college.
a) I climbed (the) mountain.
b) I returned home.
c) I went out (*lit.*, I set out to the outside).
d) I went to school.
4. On Saturday (*or* Saturday) I went to Tokyo.
a) (On) Saturday I went to Yokohama.
b) (On) Saturday I went to Hokkaido.
c) (On) Saturday I went to Shinjuku.
d) (On) Saturday I went to Shibuya.
5. Yesterday (I/he/she/we/you/they) went to the grocery store (*lit.*, Yesterday I went all the way to the grocery store).
a) Yesterday (I) went to the bookstore.
b) Yesterday (I) went to the meat store (*or* butcher's).
c) Yesterday (I) went to the fish store.
d) Yesterday (I) went to the drugstore.
6. We came from Kyoto.
a) We came from Tokyo.
b) We came from Yokohama.
c) We came from Nara.
d) We came from America.
7. You/I/he/she/we/you/they board the bus here.
a) You board the electric train here.
b) You board the ship here.
c) You board the plane here.
d) You board the subway here.
e) You board the (long-distance) train here.
8. Mr./Mrs./Miss Smith sat there. (*N.B.* Sometimes *suwaru* means simply *sits*; sometimes it means *sits Japanese fashion*.)
a) Mr. Smith sat on the chair.
b) Mr. Smith sat on the sofa.
c) Mr. Smith sat on the tatami.
d) Mr. Smith sat on the floor.

9. (I) put that on (top of) the desk/table.
a) (I) put that under the desk.
b) (I) put that beside (or next to) the telephone.
c) (I) put that to the right of the door.
d) (I) put that to the left of the book.
10. (a) Yesterday I walked home from the station (*lit.*, As for me, yesterday I walked from [the] station [all the way] to [my] house).
a) Yesterday I ran home from the station.
b) Day before yesterday I rode/took the bus home from the station.
c) Day before yesterday I rode/took a taxi home from the station.
- (b) This morning I took a taxi from the station home.
a) This morning I took a taxi from Shinjuku to Tokyo Station.
b) This morning I took a taxi from school to the hospital.
c) This morning I took a taxi from my home to Mr. White's house.
11. Teacher: (Cues) tomorrow/Tokyo/(I) will go
Student: I'm going to Tokyo tomorrow.
- a) I work in Tokyo.
b) There's a dog in this house.
c) Mr. Watanabe put that on the table.
d) Mr. Smith returned to America.
e) I study here.

SECTION 4. GRAMMAR

12.1. THE DIRECTION ELEMENT. The Direction element, as the slot name suggests, indicates the place toward which or from which an action is directed. There are several ways in which this element is marked: *ni to*; *e to* (but note that English logotactics does not always permit the use of "to" in translation: *I went [to] home*); *kara from*; *made to/all the way up to/as far as*; . . . *kara . . . made from . . . to . . .*

The direction-marker particles *ni* and *e* are free variants; this means that speakers choose freely between them, without any change in meaning. In fact, a single speaker may use one on one occasion and the other in an identical situation. With other speakers, however, a distinction is maintained between the two (though there are some inconsistencies). If this distinction is observed, the particle *ni* is used when the direction is rather narrowly defined (e.g., a particular station or street), and the particle *e* is used when the direction is a loosely defined or rather extensive area. This distinction is maintained in the drills of this lesson to some extent, but the sharp student will notice that the place names Shinjuku and Shibuya occur both in Drill 1 (with *ni*) and in Drill 4 (with *e*).

12.1.1. VERBS WHICH PREFER *ni*. The only satisfactory explanation of the use of *ni* to mark slots which at first seem to the non-native to be *location* (which would require the marker *de* for action verbs), is that certain verbs like *noru rides on/boards*; *oku puts/places*; and *suwaru sits (on)* take *ni* for this slot: *Daigaku ni hairimashita. (He) entered (the) university. Yamā ni noborimashita. (He) climbed (the) mountain. Bāsu ni norimashita. (He) got onto (the) bus. / (He) rode on (the) bus. Isu ni suwarimashita. (He) sat in (the) chair.* The idea of location and direction seems to overlap, as can be seen from the example *Bāsu ni norimashita*. Perhaps this explains why it appears that with some verbs it looks to us as if an exception is being made to the rule that the location slot is marked with *de* in clauses where the verb is active: *Tsukue no ue ni sore o okimashita. (I) put that on top of the desk. Hōn wa yuka ni ochimashita. (The) book fell on(to) the floor.*

12.1.2. FOCUSING THE DIRECTION ELEMENT. The Direction element may be placed in focus (e.g., to show contrast, or with a negative predicate) in the same way that the location and indirect object are focused, i.e., by adding the particle *wa* after the element-marker particle, whichever it may be. Thus: *Giŋza ni wa ikimasēn deshita. (I) didn't go to the Ginza. Tōkyō e wa ikimasēn. (I) don't go to Tokyo. Gakkō made wa sanjūppun kakarimāsu. It takes 30 minutes to go to school. Gakkō kara wa bāsu ni norimāsu. (Coming home) from school (I) ride the bus.* Note that when the direction slot is brought into focus with *wa*—for the purpose of showing that this is the slot which is negated, to make it the topic of the sentence, to contrast it with something else—the direction-marker particle often receives an accent, as in the illustrations above.

SECTION 5. DIALOGUE

(Two Women)

ペンさん : クラークさん、 あなた方は いつ 日本に
来ましたか。

クラークさん: 七年前に 来ました。

ペンさん : いろいろな所を 見ましたか。

クラークさん: ええ、 見ました。 いろいろな所へ
行きました。

ペンさん : 京都へは 行きましたか。

クラークさん: もちろん 行きました。 あなた方は?

ペンさん : わたしたちは 先月 行きました。
新かんせんに 乗りました。

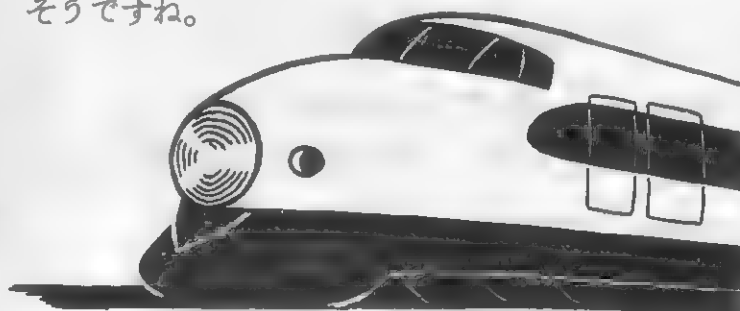
クラークさん: どこから 乗りましたか。

ペンさん : ^{よこはま}横浜から 乗りました。

クラークさん: わたしたちは 東京駅から 乗りました。

ペンさん : 新かんせんは はやいですね。

クラークさん: そうですね。



English Equivalents

Mrs. Peng: Mrs. Clark, when did you (or you all) come to Japan?

Mrs. Clark: (We) came seven years ago.

Mrs. Peng: Have you seen various places?

Mrs. Clark: Yes, we have. We've been to all sorts of places.

Mrs. Peng: Did you go (or Have you been) to Kyoto?

Mrs. Clark: Of course. Did you (or Have you [all])?

Mrs. Peng: We went last month. We rode on the "Bullet" train.

Mrs. Clark: Where did you board (the train)?

Mrs. Peng: At Yokohama.

Mrs. Clark: We got on (the train) at Tokyo.

Mrs. Peng: The "Bullet" is fast, isn't it.

Mrs. Clark: Yes, it is.

SECTION 6. READING

京都

1 今年の春 京都へ 行きました。新かんせんに 乗りました。汽車の中で日本のれきしの本を 読みました。京都は 日本の古い都です。京都駅で地下てつに 乗りました。地下てつの駅から ホテルまで タクシーに 乗りました。ホテルで 京都の大きい地図を 買いました。

5 京都には 古いお寺や 神社が たくさん あります。私は いろいろなお寺へ 行きました。東寺には ぶつぞうが たくさん ありました。こわいかおの 大きいぶつぞうを 見ました。それから、金閣寺と 銀閣寺へ 行きました。金閣寺は きれいでした。銀閣寺のしずかなにわで お茶を 飲みました。龍安寺では 石のにわを 見ました。京都のにわは とても うつくしいです。

10 よるは 祇園へ 行きました。都おどりを 見ました。まいこさんの着物は きれいです。おびは 長いです。まいこさんは かわいいです。十時に ホテルに かえりました。たのしい一日でした。私は 京都が 大好き15です。



金閣寺

SECTION 7. EXERCISES

Fill each blank with an appropriate particle:

1. 八月十日 ____ 日本 ____ 来ました。
2. その人 ____ 九時 ____ 五時 ____ 働きます。
3. 新宿 ^{じゆく} ____ 電車 ^{でん} ____ 乗りました。
4. だいどころ ____ 食事しました。
5. 九月 ____ 大学 ____ はいりました。

Answer in Japanese:

6. あなたは どこから 電車に 乗りますか。
7. あなたは きょう どこへ 行きますか。
8. あなたの子どもは きんじょで あそびますか。
9. つくえの上に 何が ありますか。
10. あなたは うちから 駅まで 歩きますか。

Express in Japanese:

11. I always go to the Ginza on Saturday.
12. When did you enter the university?
13. Where will you go tomorrow (or Where are you going tomorrow)?
14. Yesterday I bought a table at a department store in Shibuya.
15. We go home at 4:30.
16. We came to Japan seven years ago.

Add accent marks to all the above.

SECTION 8. VOCABULARY ENRICHMENT

At the Station

- A: すみません。切符売り場はどこですか。 Excuse me. Where is the ticket window?
- B: あそこの自動販売機で買ってください。 Buy your ticket at that machine.
- A: あそこですね。どうも ありがとう。 Over there? Thank you.
- A: 新幹線の切符が買いたいのですが。 I want to buy a ticket for the Bullet.
- B: みどりの窓口で聞いてください。 Ask at the Green Window.
- A: ひかり__号は 何番線ですか。 What track is the Hikari No. __?
- B: ____番線です。 Track No. __.
- A: この電車は 各駅停車ですか。 Does this train stop at every station?
- A: 次の電車は__に とまりますか。 Does the next train stop at __?

| | | | |
|-------|----------------------------|--------|---------------------------|
| 改札口 | ticket gate | 駅員(さん) | station personnel |
| 駅長 | station master | キオスク | kiosk; newsstand |
| __番線 | track number | 車両 | (train) car |
| __号車 | car No. __ | ホーム | platform |
| 切符売り場 | ticket (sale) window | 特急 | Limited Express |
| 急行 | Express | 快速 | Special Rapid Service |
| 往復切符 | round-trip (return) ticket | 片道切符 | one-way ticket |
| 座席指定券 | seat reservation | 自由席 | non-reserved seat |
| 前売券 | advanced (sale) ticket | 当日券 | ticket on sale today only |
| 車掌 | conductor | 乗り越し | fare extension |
| グリーン車 | green car | 食堂車 | dining car |
| ビュッフェ | buffet car | 寝台車 | sleeper |
| 清算所 | fare adjustment window | 入場券 | platform ticket |

SECTION 9. SELF TEST (For answers see Appendix 4)

I. 漢字+おくりがな
(ひらがな/カタカナ)

- 山川さんのかいしゃは お茶の水にあります。 () 月よう日からきんよう日まで、
() みず
まいにち かいしゃに 行きます。 大てい () まで () あるきます。 でも、時々
バスに () のります。
- 京都には、いろいろな () ところに () 庭(石の庭)があります。
- () い () 車のりよ行は () つかれます。
なが () き
- 下てつは () 便利です。
ち ()
- sofa ()

II. Supply the particles. Mark "X" where not needed.

- このバスは 新宿 ____ 行きますか。
- その本は どこ ____ おきましたか。
- どこ ____ 電車 ____ 乗りますか。
- だれ ____ 車ですか。
- ホテルのまど ____ きれい ____ にわ ____ 見ました。
- 駅 ____ うち ____ 歩きました。
- バレンタイン・デー ____ 友達 ____ チョコレート ____ あげました。

III. Using the following words make four original sentences. You may use one word more than once, but be sure to use them all at least once. Supply additional words and particles as necessary, but use only the verbs listed.

駅 車 乗る ~から~まで 田中さん うち 行く 本
つくえ おく あげる

- _____
- _____
- _____
- _____

IV. Join left and right and supply the particles.

- | | |
|---------------------------|-----------|
| 1. 電車____() | a. りょうりする |
| 2. 東京____() | b. 働く |
| 3. かいしゃ____() | c. 行く |
| 4. うち____() | d. 乗る |
| 5. 田中さん____() | e. おく |
| 6. 大学____() | f. すわる |
| 7. レストラン____() | g. かえる |
| 8. いす____() | h. あげる |
| 9. だいどころ____() | i. はいる |
| 10. テーブル____上____本____() | j. 食事する |

V. Add the following two words to each of the sentences.

- | | うち | 六時 |
|--------|--------|-------------|
| 1. 私は | ごご | いつも います。 |
| 2. 私は | 大てい | 食事します。 |
| 3. きょう | かえります。 | |
| 4. あした | 友達が | 来ます。 |
| 5. きょう | 駅 | タクシーに乘りました。 |

| | | |
|-------------------------|-------------------------|--------------------------------------|
| はこぶ (はこばない; はこんだ) | はこぶ (はこばない; はこんだ) | <i>vt hauls; transports</i> |
| せんたくき | せんたくき | <i>washing machine</i> |
| あらう (あらわない; あらった) | あらう (あらわない; あらった) | <i>vt washes</i> |
| 電話 | でんわ | <i>telephone</i> |
| を | を | <i>particle, Location marker</i> |
| とおる (とおらない; とおった) | とおる (とおらない; とおった) | <i>vi passes through; passes by</i> |
| おりる (おりない; おりた) | おりる (おりない; おりた) | <i>vi gets off (a vehicle)</i> |
| 出る (出ない; 出た) | でる (でない; でた) | <i>vi goes out</i> |
| とり | とり | <i>bird</i> |
| そら | そら | <i>sky</i> |
| とぶ (とばない; とんだ) | とぶ (とばない; とんだ) | <i>vi flies</i> |
| ジェットき | ジェットき | <i>(a) jet (plane)</i> |
| ミサイル | ミサイル | <i>missile</i> |
| ロケット | ロケット | <i>rocket</i> |
| まち | まち | <i>town; street; section of town</i> |
| 道 | みち | <i>street; road</i> |
| のほら | のほら | <i>(open) field(s)</i> |
| 森 | もり | <i>forest; woods</i> |
| おか | おか | <i>hill</i> |
| いなか | いなか | <i>country (rural district)</i> |
| いなか道 | いなかみち | <i>country road</i> |
| どうろ | どうろ | <i>road</i> |

LESSON 13

LET'S GO BY BUS

PROBLEM: Some intransitive verbs occur in clauses with elements marked with *o*.

- OBJECTIVE: (1) To introduce the Means element.
 (2) To introduce the Presumptive inflection of the verb with Hortative meaning.
 (3) To show the use of a limited class of intransitive verbs with an element marked with *o*.

SECTION 1. VOCABULARY

Drill

| | | |
|-------------|-------------|---------------------------------|
| で | で | <i>particle, Means marker</i> |
| マジックインク | マジックインク | marker (for writing); magic ink |
| ふで | ふで | brush (for writing) |
| すみ | すみ | india ink |
| クレパス | クレパス | cray-pas (a type of crayon) |
| 電車 | でんしゃ; でんしゃ | electric train |
| フォーク; ホーク | フォーク; ホーク | fork |
| ステーキ | ステーキ | steak |
| スプーン | スプーン | spoon |
| カレーライス | カレーライス | curried (stew with) rice |
| スープ | スープ | soup |
| ナイフ | ナイフ | knife |
| 切る | きる | <i>vt cuts</i> |
| (切らない; 切った) | (きらない; きった) | |
| ニュース | ニュース | news |
| やきゅう | やきゅう | baseball |
| すもう | すもう | sumo (Japanese-style wrestling) |
| はさみ | はさみ | scissors |

| | | |
|-------------------------|--|------------------------------------|
| こうそくどうろ | こうそく ^レ どうろ | expressway (lit., high-speed road) |
| Dialogue | | |
| 伊勢丹 ^{い せ たん} | いせたん | Isetan (department store) |
| 東口 | ひがしぐち | east entrance |
| 西口 | にしぐち | west entrance |
| わたる (わたらない; わたった) | わたる (わたらない; わたった) | vi crosses over |
| しんどう | しんどう | (traffic) signal |
| 右 | みぎ | right (side/direction) |
| まっすぐ(な/に) | まっ ^レ すぐ(な/に) | straight (ahead) |
| 左側 ^{がわ} | ひだりがわ | left(-hand) side |
| ～側 ^{がわ} | ～がわ | -- side |
| Reading | | |
| ソ連 | ソ ^レ れん | U.S.S.R. |
| ほんとう(の/に) | ほんとう(の/に) | real; true (-ly) |
| 外 | そ ^レ と | outside |
| まがる (まがらない; まがった) | まがる (まがらない; まがった) | vi turns (e.g., turns a corner) |
| 出口 | で ^レ ぐち | exit |
| 聞く (聞かない; 聞いた) | きく (きかない; きいた) | vt asks |
| ちかく | ち ^レ かく | near |
| あとで | あ ^レ とで | after |
| 喫茶店 ^{きっさ} | き ^レ っさてん; き ^レ っさてん | coffee shop; tea house |
| 紅茶 ^{こう} | こうちゃ | black tea (lit., red tea) |
| 若い | わ ^レ かい | adj (is) young |
| せん教し | せんき ^レ ょうし | missionary |

Common Expressions

～で買物がある ～でかいものがある has shopping (to do) at . . .

SECTION 2. KANJI STUDY

| | | | | |
|------|---|----------------------|--------------|-------|
| 1355 | 電 | 電車 | <u>でんしゃ</u> | デン |
| 1056 | 切 | 切る | <u>きる</u> | き(る) |
| 1411 | 道 | 道 | <u>みち</u> | みち |
| 968 | 森 | 森 | <u>もり</u> | もり |
| 525 | 口 | 東口 | <u>ひがしぐち</u> | くち |
| 1015 | 西 | 西口 | <u>にしぐち</u> | にし |
| 47 | 右 | 右 | <u>みぎ</u> | みぎ |
| 612 | 左 | 左側 <small>がわ</small> | <u>ひだりがわ</u> | ひだり |
| 1921 | 連 | ソ連 | <u>ソれん</u> | レン |
| 169 | 外 | 外 | <u>そと</u> | そと |
| 776 | 若 | 若い | <u>わか</u> い | わか(い) |

New Readings

| | | | | | | | | | |
|------|----|----|--------------|-----|------|----|-----------------------|-----------------|------|
| 1940 | 話: | 話す | <u>はな</u> す | (8) | 1347 | 店: | 店 | <u>みせ</u> | (11) |
| | | 電話 | <u>でんわ</u> | | | | <small>みつ</small> 喫茶店 | <u>きつざてん</u> | |
| 1374 | 東: | 東京 | <u>とうきょう</u> | (3) | 367 | 教: | 教える | <u>おし</u> える | (8) |
| | | 東口 | <u>ひがしぐち</u> | | | | せん教し | せん <u>きょう</u> し | |

SECTION 3. DRILL

Substitution:

1. えんぴつで 絵を かきましょう。

Cues: a) マジックインク
b) ふで
c) すみ
d) クレパス

2. バスで 新宿^{じゅく}に 行きましょう。

Cues: a) 電車 東京駅
b) タクシー 田中さんのうち
c) 地下でつ 銀座^{ぎんざ}
d) ふね アメリカ
e) ひ行き インド

3. タクシーで 出かけましょう。

Cues: a) 電車 かえる
b) バス 来る
c) ふね 行く

Question-Answer:

4. Q: あなたは 何で 来ましたか。

A: バスで 来ました。

Cues: a) タクシー
b) 電車
c) 地下でつ
d) ふね

Substitution:

5. わたしは はしで ごはんを 食べました。

- Cues: a) フォーク ステーキ
 b) スプーン カレーライス
 c) はし さかな
 d) スプーン スープ 飲む
 e) ナイフ ステーキ 切る

6. ラジオで ニュースを 聞きました。

- Cues: a) テレビ やきゅう 見る
 b) 新聞 それ 読む
 c) ラジオ おんがく 聞く
 d) テレビ すもう 見る

7. わたしは それを はさみで 切りました。

- Cues: a) 車 はこぶ
 b) せんたくき あらう
 c) 手 食べる
 d) 電話 話す

Question-Answer:

8. Q: このバスは 新宿を ^{しゆく} とおりますか。

A: (a) はい、 とおります。

(b) いいえ、 とおりません。

- Cues: a) 東京駅
 b) 銀座
 c) 池袋 ^{いけぶくろ}
 d) 渋谷 ^{しぶや}

9. Q: どこで バスを おりますか。

A: 新宿 ^{しゆく}で おります。

- Cues: a) 電車 / 渋谷
b) 地下でつ / 銀座
c) ふね / 横浜
d) ひ行き / インド

10. Q: あなたは 何時に うちを 出ましたか。

A: (わたしは) 七時に 出ました。

- Cues: a) 8:30
b) 7:30
c) 9:00
d) 9:30

Substitution:

11. とりは そらを とびます。

- Cues: a) ひ行き
b) ジェットき
c) ミサイル
d) ロケット

12. わたしたちは まちを 歩きました。

- Cues: a) 道
b) のはら
c) 森の中
d) おかの上

13. 車は 道を はしります。

- Cues: a) いなか道
b) どうろ
c) こうそくどうろ
d) おかの上

English Equivalents

1. Let's draw (a) picture with (a) pencil.
 - a) Let's draw (a) picture with magic ink (or felt-tip pen).
 - b) Let's draw (a) picture with (a) brush.
 - c) Let's draw (a) picture with india ink.
 - d) Let's draw (a) picture with crayon.
2. Let's go to Shinjuku by bus.
 - a) Let's go to Tokyo Station by electric train.
 - b) Let's go to Tanaka's house by taxi.
 - c) Let's go to (the) Ginza by subway.
 - d) Let's go to America by ship.
 - e) Let's go to India by plane.
3. Let's go (*lit.*, set out) by taxi.
 - a) Let's return (or go home) by electric train.
 - b) Let's come by bus.
 - c) Let's go by ship.
4. Q: What did you come by (or By what means did you come)?
A: I came by bus.
 - a) I came by taxi.
 - b) I came by electric train.
 - c) I came by subway.
 - d) I came by ship.
5. I ate rice with chopsticks (or I ate with chopsticks).
 - a) I ate steak with (a) fork.
 - b) I ate curried rice with (a) spoon.
 - c) I ate fish with chopsticks.
 - d) I ate (*lit.*, drank) soup with a spoon.
 - e) I cut (the/my) meat with (a) knife.
6. (I) listened to the news on the radio (or [I] heard news by means of radio).
 - a) (I) saw the baseball (game) on television.
 - b) (I) read that in the newspaper.
 - c) (I) listened to music on the radio.
 - d) (I) saw sumo on television.
7. I cut that with scissors.
 - a) I hauled that in (my) car.
 - b) I washed that in the washing machine.
 - c) I ate that with my fingers.
 - d) I talked (about) that by telephone.
8. Q: Does this bus go to Shinjuku (*lit.*, As for this bus, does [it] pass through Shinjuku)?
A: (a) Yes, (it) does (*lit.*, Yes, [it] passes through).
(b) No, (it) doesn't (*lit.*, No, [it] does not pass through).
 - a) Does this bus go by Tokyo Station?
 - b) Does this bus go by (the) Ginza?
 - c) Does this bus go by Ikebukuro?
 - d) Does this bus go by Shibuya?

9. Q: Where do you (or I/he/she/one/etc.) get off the bus?
A: (I) get off at Shinjuku.
- a) Q: Where do you get off the electric train?
A: I get off at Shibuya.
- b) Q: Where do you get off the subway?
A: I get off at Ginza.
- c) Q: Where do you get off the ship?
A: I get off at Yokohama.
- d) Q: Where do you get off the plane?
A: I get off in India.
10. Q: What time did you leave home?
A: (I) left at seven.
a) I left at 8:30.
b) I left at 7:30.
c) I left at 9:00.
d) I left at 9:30.
11. (The) bird flies through the sky.
a) (The) plane flies through the sky.
b) (The) jet flies through the sky.
c) (The) missile flies through the sky.
d) (The) rocket flies through the sky.
12. We walked (through) the town.
a) We walked (along) the street.
b) We walked (through) the field.
c) We walked (through) the midst of the forest.
d) We walked (along) the top of the hill.
13. (The) car runs (along the) street.
a) (The) car runs (along a) country road.
b) (The) car runs (along the) road.
c) (The) car runs (along the) expressway.
d) (The) car runs (along the) top of the hill.

SECTION 4. GRAMMAR

13.1. THE MEANS ELEMENT (1) (see also 17.1). The name "Means" is given to this element of clauses to designate nouns, or noun phrases, which are marked by the particle *de* (homophonous with the particle which marks location), and which carry the meaning "by means of" or "with." Other meanings for this element will be introduced in a later lesson.

THE MEANS ELEMENT: INSTRUMENT

| | |
|-------------------------------|---|
| Háshi de góhān o tabemásu. | (I) eat rice <i>with chopsticks</i> . |
| Náifu de sore o kirimáshita. | (I) cut that <i>with a knife</i> . |
| Rájio de nyūsu o kikumáshita. | (I) listened to the news <i>by means of the radio</i> . |
| Dēnsha de kimáshita. | (I) came <i>by electric train</i> . |

13.2. THE PRESUMPTIVE-VERB INFLECTION. The presumptive inflection is used with a number of meanings (see Appendix). In this lesson, however, only one meaning and use of this inflection is presented. It is a convenient form to mean "Let's do so-and-so!": a suggestion. We call this use *hortative*. Transitive verbs and intransitive verbs alike may take the presumptive inflection with this meaning:

PRESUMPTIVE-VERB INFLECTION: HORTATIVE

Asobimashō. Let's play! Tabemashō. Let's eat! Ikimashō. Let's go!

The morpheme for this inflection is *-ō* (with Consonant Verbs), and *-yō* (with Vowel Verbs), but in the drills of this lesson this inflection occurs only with the polite derivation suffix *-mas-* (i.e., in polite form), and, hence, it will be simple enough to remember the hortative is formed by adding *-mashō* to the verb stem in the same manner that *-másu*, *-máshita*, and *-masēn* are added.

POLITE ENDINGS OF THE VERB

| | <i>Indicative</i> | <i>Past</i> | <i>Negative</i> | <i>Presumptive</i> |
|-------|-------------------|--------------|-----------------|--------------------|
| plays | asobimásu | asobimáshita | asobimasēn | asobimashō |
| eats | tabemásu | tabemáshita | tabemasēn | tabemashō |

13.3. "FLY THE SKY": MOTION VERBS AND THE LOCATION ELEMENT. There is a class of verbs having the common meaning of motion through or over space—such as *iku goes*, *tobu flies*, *arúku walks*, and *wataru crosses over*—that occurs in verbal clauses with the Noun + *o* element, which, up until this point, we have identified as the object slot: *Kodomo wa hodō o arukimásu. The children walk (on) the sidewalk. Tori wa sora o tobimasu. Birds fly (in) the sky.* Are such verbs to be regarded as transitive, or, to put the question from another angle, is the Noun + *o* element which occurs in the same clause to be regarded as object, in the same sense that *pān o* (in *Kodomo wa pān o tabemásu. The child eats bread.*) is considered to be object? With this subclass of verbs of motion (such as *arúku walks*) the Noun + *o* element which occurs in the same clause is not the "goal of action" but rather the "location of action." The list of verbs which takes this element is limited. Two other particles which mark the location element are *ni* and *de* (introduced at 7.2 and 11.1, respectively). We might make the following comparison:

| <i>Location Element Particle</i> | <i>Kind of Verb</i> |
|----------------------------------|--------------------------------------|
| <i>ni</i> | existential (i.e., verbs of "being") |
| <i>de</i> | action |
| <i>o</i> | motion |

SECTION 5. DIALOGUE

ジョンソン： すみません。伊勢丹は どう 行きますか。

駅の人： 伊勢丹ですか。伊勢丹は 東口に 出ます。ここは 西口
ですよ。

ジョンソン： ああ、 そうですか。 東口ですね。

駅の人： そうです。それから 東口の前の道を わたります。

ジョンソン： しんごうが ありますか。

駅の人： はい、 あります。その道を 右に 行きます。

ジョンソン： はい。

駅の人： それから、 まっすぐに 行きます。

ジョンソン： 伊勢丹は 左側ですか。

駅の人： はい、 左側です。すぐ わかりますよ。

ジョンソン： どうも ありがとうございました。



English Equivalents

Johnson: Excuse me. How do you get (lit., go) to Isetan (Department Store) Station

Attendant: Isetan? You go out the East Exit. This is the West Exit.

Johnson: Oh, is that so? The East Exit, right?

Attendant: Right. Then you cross over the street in front of the East Exit.

Johnson: Is there a light (or traffic signal)?

Attendant: Yes, there is. You go to the right on that street.

Johnson: O.K.

Attendant: Then you go (or continue) straight ahead.

Johnson: Is Isetan on the left side?

Attendant: Yes, it's on the left. You'll find it (lit., understand) right away.

Johnson: Thank you very much.

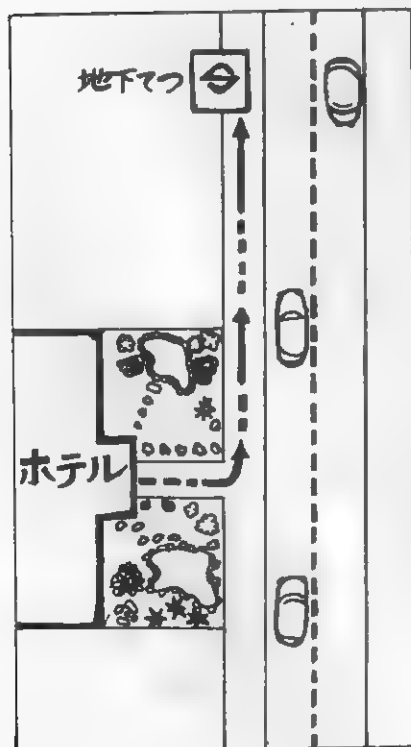
SECTION 6. READING

東京で

私は、きのうのよる ジェットきで イギリ
スから 日本に つきました。日本のひ行きで
した。でも ソ連を とおりました。きのうは
5 すぐ タクシーで ホテルに 行きました。ホ
テルのまじから 東京のまぢを 見ました。よ
るの東京は ほんとうに きれいでした。

10 けさ 十時に ホテルを 出ました。外は
あつかったです。ホテルの前の道を 左に ま
がりました。私は 地下でつで 東京駅に 行
きました。東京駅は 大きい駅です。駅から
は いろいろな電車が 出ます。そこから 私
は 電車で 新宿へ 行きました。新宿も 大
きい駅です。私は 伊勢丹で 買物が ありま
した。でも、駅の出口が わかりませんでした。
15 とも 困りました。それで 駅の人に 聞き
ました。出口は すぐ わかりました。伊勢丹
は ちかくでした。

20 買物のあとで 新宿を 歩きました。大きい
まぢです。きれいな喫茶店で 紅茶を 飲みま
した。それから タクシーに 乗りました。私
は クラークさんのうちの地図を 見せました。
タクシーは こうそくどうろを はしりました。
それから 右に まがりました。病院の前で
25 タクシーを おりました。クラークさんのうち
は 病院のそばでした。クラークさんは 若い
せん教です。クラークさんのうちで 食事し
ました。よるの九時に クラークさんの車で
ホテルに かえりました。



SECTION 7. EXERCISES

Fill each blank with an appropriate particle:

1. わたし ____ ふね ____ ここ ____ 来ました。
2. タクシー ____ うち ____ かえりましたか。
3. 田中さん ____ えんぴつ ____ てがみ ____ かきました。
4. そのニュース ____ 新聞 ____ 読みました。
5. そのひ行き ____ インド ____ とおります。
6. 新宿^{じゆく} ____ バス ____ おります。
7. あなた ____ 何時 ____ うち ____ かえりますか。

Construct sentences using the words given, supplying necessary particles:

8. ホワイトさん, 地図^ず, かきました, ポールペン
9. 伊勢丹^{い せ だん}, あります, 左側^{ひだり}
10. 横浜駅^{よこはま}, わたし, タクシー, おりました
11. きのう, 乗りました, ひ行き, わたし, はじめて
12. 七日, 銀座^{ぎんざ}, あなた, か, 行きます

Express in Japanese:

13. I arrived in Japan on Thursday.
14. Where do you get off the bus?
15. I cut paper with scissors.
16. I told that to him (that person) over the telephone.
17. Let's wash the shirts in the washing machine.
18. The bus turned the corner there.

Add accent marks to all the above.

Draw a map based on the Dialogue.

SECTION 8. VOCABULARY ENRICHMENT

At the Travel Agency

- A: 温泉に 行きたいのですが。 I'd like to go to a hot spring resort.
- B: 旅行会社で 相談できますよ。 You can ask at the travel agency.
- A: 乗り物や旅館の予約が できますか。 Can they make train and Japanese inn reservations?
- B: 旅行のことは 全部 できますよ。 They can take care of all travel arrangements.
- A: 香港までの 安い航空券が ありますか。 Do you have a cheap ticket to Hong Kong?
- B: はい。いつ 出発しますか。 Yes. When are you leaving?
- A: 6月17日です。 On June 17.
- 帰りは オープンにしてください。 Leave the return ticket open.
- B: 午後の便は大丈夫ですが。 An afternoon flight is available.
- A: ホテルの予約もできますか。 Can you make hotel reservations?
- B: はい。 Yes.
- A: 飛行機とホテルの予約を お願いします。 I'd like plane and hotel reservations.

| | | | |
|------------|---------------------|--------|-----------------------|
| 計画 | planning | 板前(さん) | chef |
| 旅行代理店/旅行会社 | travel agency | 大浴場 | main (large) bath |
| 手続き | procedures | 露天風呂 | outdoor bath |
| 再確認 | reconfirmation | 男女混浴 | mixed bathing |
| 日程表 | itinerary | 一泊二食付き | one night w/ 2 meals |
| 観光案内所 | tourist information | おねえさん | maid |
| 手荷物 | carry-on baggage | 部屋さん | room service (person) |
| 再入国許可 | re-entry permit | ご祝儀 | tip (in an envelope) |

SECTION 9. SELF TEST (For answers see Appendix 4)

I. 漢字+おくりがな
(ひらがな/カタカナ)

- カタカナ (a) fork _____ (b) spoon _____ (c) news _____
(d) India _____ (e) curry rice _____ (f) Russia _____
- _____の中の_____を歩きましょう。
- _____が_____、_____が_____です。
- _____でんしゃ _____ でんわ _____ でんき _____
- きのう 喫茶 _____ で _____ せん _____ しと 話しました。
- Knifeで steakを _____ きります。

II. Write a particle in the parentheses and a verb from the list on the line.
Use each verb once only.

すわる おりる 聞く 歩く 行く あらう はいる
出る とおる 話す

- 外() _____ でしょう。
- 先生() _____ でしょう。
- まち() _____ でしょう。
- いす() _____ でしょう。
- せんたくき() _____ でしょう。
- 新宿() _____ でしょう。
- へや() _____ でしょう。
- 道() _____ でしょう。
- バス() _____ でしょう。
- 電話() _____ でしょう。

III. Consulting the map on page 262, give directions to the subway, filling in the blanks and using the verbs given.

- ホテル _____ 前 _____ 道 _____ (出る) _____。
- そこ _____、左 _____ (まがる) _____。
- まっすぐ _____ (歩く) _____。
- 地下てつは _____ 側 _____ (ある) _____。

IV. Complete the chart.

| | | |
|-----|-------|--------|
| 行く | いきました | いきましょう |
| 切る | | |
| はこぶ | | |
| わたる | | |
| とぶ | | |
| まがる | | |

V. Express in Japanese.

1. Watanabe went to San Francisco from Japan by ship.

2. From San Francisco to Seattle he rode the train.

3. The train passed through Portland. _____

4. The streets of Seattle were beautiful. On the left and right there were beautiful, tall (lit., big) trees.

LESSON 14

COUNTING

PROBLEM: Counting objects in Japanese is a complex system.

OBJECTIVE: To introduce Japanese numerals and the counting system.

SECTION 1. VOCABULARY

Drill

| | | |
|-------------------|-------------------|---|
| ～人 | ～にん | <i>classifier for counting people</i> |
| ～枚 | ～まい | <i>classifier for flat things such as paper</i> |
| ほしい | ほしい | <i>adj (is) desired; wants</i> |
| はがき | はがき | <i>postcard</i> |
| 切手 | きって | <i>(postage) stamp</i> |
| ～台 | ～だい | <i>classifier for cars, machines</i> |
| きかい | きかい | <i>machine; machinery</i> |
| 近く | ちかく | <i>near</i> |
| ～本 | ～ぼん; ～ぽん; ～ぽん | <i>classifier for long, cylindrical objects such as pencils</i> |
| コーラ | コーラ | <i>cola</i> |
| バナナ | バナナ | <i>banana</i> |
| 木 | き | <i>tree</i> |
| せん | せん | <i>(a) line</i> |
| ひく (ひかない; ひいた) | ひく (ひかない; ひいた) | <i>vt draws (e.g., draws a line)</i> |
| たばこ | たばこ | <i>tobacco; cigarettes</i> |
| のむ (のまない; のんだ) | のむ (のまない; のんだ) | <i>vt smokes (tobacco)</i> |
| ～はい; ～ばい; ～ぱい | ～はい; ～ばい; ～ぱい | <i>classifier for liquid or dry measure; e.g., a cup(ful) of coffee</i> |

| | | |
|----------------|--|---|
| 水 | みず | water |
| (お)さら | (お)さら | (a) plate; (a) dish |
| Dialogue | | |
| たて物 | たても [〓] の; たても [〓] の | (a) building |
| セーター | セーター | sweater |
| 毎朝 | まいあさ | every morning |
| の | の | one (noun substitute) |
| くろい | くろ [〓] い | adj (is) black |
| あ、そうそう | あ、そうそう | oh yes! (I remember) |
| ネクタイ | ネクタイ | necktie |
| Reading | | |
| 起きる | おき [〓] る | vi awakes; gets up |
| (起きない; 起きた) | (おき [〓] ない; おき [〓] た) | |
| 運動 | うんどう | physical exercise |
| 帰る | かえ [〓] る | vi returns; goes home |
| (帰らない; 帰った) | (かえ [〓] らない; かえ [〓] った) | |
| みそしる | みそ [〓] しる | miso soup (miso = fermented soy bean paste) |
| (お)とうふ | おとうふ; とうふ | soy bean curd |
| おやつ | おやつ | (a) snack (so named because of the hour when it was traditionally eaten; i.e., the 8th hour of the day, or about 3:00 p.m.) |
| (お)かし | (お)かし | sweets; candy; cake |
| (お)せんべい | (お)せんべい | sembei (hard rice crackers) |
| 水ようかん | みず [〓] ようかん | soft (watery) yokan (yōkān = a confection of gelatin-like consistency) |
| ~ずつ | ~ [〓] ずつ; ~ [〓] ずつ | -- each (e.g., hitotsū-zutsu one each) |
| 上の子ども | うえのこども | (the) older child (of the family) |

| | | |
|--------|--------|---|
| 運てんする | うんてんする | <i>vt</i> drives (a vehicle) |
| ドライブ | ドライブ | (a) drive; driving (usually for recreation; <i>e.g.</i> , go for a drive) |
| 海 | うみ | sea; ocean |
| ドライブする | ドライブする | <i>vi</i> goes for a drive |

Numerals

| | | |
|-----|-------------------|-----------|
| いくつ | いくつ | how many? |
| 一つ | ひとつ | one |
| 二つ | ふたつ ^{°*} | two |
| 三つ | みっつ [°] | three |
| 四つ | よっつ [°] | four |
| 五つ | いっつ | five |
| 六つ | むっつ [°] | six |
| 七つ | ななつ | seven |
| 八つ | やっつ [°] | eight |
| 九つ | ここのつ | nine |
| 十 | とお [°] | ten |

Classifiers

1. ～人 (*for counting people, e.g., one person, two people, etc.*)

| | | |
|----|-------------------|------------------|
| 何人 | なんにん | how many people? |
| 一人 | ひとり | one person |
| 二人 | ふたり [°] | two persons |
| 三人 | さんにん [°] | three persons |
| 四人 | よにん [°] | four persons |
| 五人 | ごにん [°] | five persons |
| 六人 | ろくにん | six persons |
| 七人 | しちにん; ななにん | seven persons |
| 八人 | はちにん | eight persons |

九人 きゅうにん ; くにん° nine persons

十人 じゅうにん ten persons

2. ～枚 (for counting flat things such as paper)

何枚 なんまい how many (sheets)?

一枚 いちまい one (sheet)

二枚 にまい two (sheets)

三枚 さんまい three (sheets)

四枚 よんまい ; よまい four (sheets)

五枚 ごまい five (sheets)

六枚 ろくまい six (sheets)

七枚 ななまい ; しちまい seven (sheets)

八枚 はちまい eight (sheets)

九枚 きゅうまい ; くまい nine (sheets)

十枚 じゅうまい ten (sheets)

3. ～台 (for counting machines, including cars, etc.)

何台 なんだい how many (machines)?

一台 いちだい one (machine)

二台 にだい two (machines)

三台 さんだい three (machines)

四台 よんだい ; よだい four (machines)

五台 ごだい five (machines)

六台 ろくだい six (machines)

七台 ななだい ; しちだい seven (machines)

八台 はちだい eight (machines)

九台 きゅうだい nine (machines)

十台 じゅうだい ten (machines)

4. ～本 (for counting long, cylindrical objects like pencils)

何本 なんぽん how many (e.g., how many pencils)?

| | | |
|----|-------------|-------|
| 一本 | いっぽん | one |
| 二本 | にほん | two |
| 三本 | さんぽん | three |
| 四本 | よんぽん | four |
| 五本 | ごほん | five |
| 六本 | ろっぽん | six |
| 七本 | ななぽん | seven |
| 八本 | はっぽん; はちぽん | eight |
| 九本 | きゅうぽん | nine |
| 十本 | じゅうぽん; じっぽん | ten |

5. ~はい; ~ばい; ~ばい (a liquid or dry measure; e.g., one glassful of water)

| | | |
|----------|-------------|-----------------------|
| 何ばい | なんばい | how many (glassfuls)? |
| 一ばい | いっばい | one (glassful) |
| 二はい | にはい | two (glassfuls) |
| 三ばい | さんばい | three (glassfuls) |
| 四はい | よんはい | four (glassfuls) |
| 五はい | ごはい | five (glassfuls) |
| 六ばい | ろっぱい | six (glassfuls) |
| 七はい | ななはい | seven (glassfuls) |
| 八ばい; 八はい | はっぱい; はちはい | eight (glassfuls) |
| 九はい | きゅうはい | nine (glassfuls) |
| 十ばい | じゅうはい; じっぱい | ten (glassfuls) |

SECTION 2. KANJI STUDY

1732

枚

一枚

いちまい

マイ

1199

台

二台

にだい

ダイ

| | | | | |
|------|---|-----|-------------|-------|
| 386 | 近 | 近く | <u>ちかく</u> | ちか(い) |
| 986 | 水 | 水 | <u>みず</u> | みず |
| 1730 | 毎 | 毎朝 | <u>まいあさ</u> | マイ |
| 1286 | 朝 | 毎朝 | <u>まいあさ</u> | あさ |
| 278 | 起 | 起きる | <u>おきる</u> | お(きる) |
| 51 | 運 | 運動 | <u>うんどう</u> | ウン |
| 281 | 帰 | 帰る | <u>かえる</u> | かえ(る) |
| 157 | 海 | 海 | <u>うみ</u> | うみ |

New Readings

| | | | | | | | | | |
|------|----|-----|--------------|------|------|----|-----|--------------|------|
| 1056 | 切: | 切る | <u>きる</u> | (13) | 33 | 一: | 一月 | <u>いちがつ</u> | (10) |
| | | 切手 | <u>きって</u> | | | | 一日 | <u>ついたち</u> | (10) |
| 977 | 人: | 日本人 | <u>にほんじん</u> | (1) | | | 一つ | <u>ひとつ</u> | |
| | | 人 | <u>ひと</u> | (2) | | | 一人 | <u>ひとり</u> * | |
| | | 一人 | <u>ひとり</u> * | | | | 一本 | <u>いっぽん</u> | |
| | | 二人 | <u>ふたり</u> * | | 1436 | 二: | 二月 | <u>にがつ</u> | (10) |
| | | 三人 | <u>さんじん</u> | | | | 二日 | <u>ふつか</u> | (10) |
| 1721 | 本: | 日本人 | <u>にほんじん</u> | (1) | | | 二十日 | <u>はつか</u> | (10) |
| | | 山本 | <u>やまもと</u> | (2) | | | 二つ | <u>ふたつ</u> | |
| | | 一本 | <u>いっぽん</u> | | | | 二人 | <u>ふたり</u> * | |
| | | 三本 | <u>さんぽん</u> | | 1936 | 六: | 六月 | <u>ろくがつ</u> | (10) |
| | | | | | | | 六日 | <u>むいか</u> | (10) |
| | | | | | | | 六つ | <u>むっつ</u> | |
| | | | | | | | 六本 | <u>ろっぽん</u> | |

*Cf. Lesson 10, p. 207, footnote.

| | | | | | | | | | |
|------|----|-----|-------------|------|-----|----|-----|----------------|------|
| 1500 | 八: | 八月 | <u>はちがつ</u> | (10) | 818 | 十: | 十月 | <u>じゅうがつ</u> | (10) |
| | | 八日 | <u>ようか</u> | (10) | | | 十日 | <u>とおか</u> | (10) |
| | | 八百屋 | <u>やおや</u> | (11) | | | 二十日 | はつか | (10) |
| | | 八つ | <u>やつ</u> | | | | 十本 | <u>じゅうぼん</u> ; | |
| | | 八本 | <u>はっぽん</u> | | | | | <u>じっぽん</u> | |

SECTION 3. DRILL

Substitution:

1. このまちには 銀行が 一つ あります。

Cues: a) こうじょう 二つ
 b) 大学 三つ
 c) 学校 四つ
 d) 病院 五つ

2. このうちには へやが 六つ あります。

Cues: a) 電話 七つ
 b) ドア 八つ
 c) まど 九つ
 d) いす 十

3. わたし(に)は 子どもが 二人 います。

Cues: a) 二人
 b) 三人
 c) 四人
 d) 五人

4. (a) このへやには 男の人が 六人 います。

- Cues: a) 七人
b) 八人
c) 九人
d) 十人

(b) このへやには 男の人が 六人、女の人が 七人います。

- Cues: a) 七人 八人
b) 八人 九人
c) 九人 十人

5. (a) わたしは 絵が一枚 ほしいです。

- Cues: a) シャしん 三枚
b) シャツ 五枚
c) はがき 七枚
d) 切手 九枚

(b) わたしは 絵が一枚と シャしんが三枚 ほしいです。

- Cues: a) シャツ 五枚 ハンカチ 六枚
b) はがき 七枚 切手 九枚

6. そこには 車が二台 あります。

- Cues: a) カメラ 四台
b) バス 六台
c) タクシー 八台
d) きかい 十台

7. 近くの店で まんねんひつを一本 買いました。

- Cues: a) ボールペン 二本
b) えんぴつ 三本
c) ビール 四本
d) コーラ 五本

8. わたしは バナナを 六本 食べました。

- Cues: a) 木 七本 切る
b) せん 八本 ひく
c) たばこ 九本 のむ
d) えんぴつ 十本 つかう

9. お茶を 一ぱい 飲みました。

- Cues: a) ^こ紅茶 三ぱい
b) スープ 五ぱい
c) コーヒー 六ぱい
d) 水 八ぱい

10. ここに テーブルが いくつ ありますか。

- Cues: a) 学生
b) 車
c) ビール

11. テーブルの上に フォークが 何本 ありますか。

- Cues: a) コーヒー
b) おさら
c) ケーキ

English Equivalents

1. In this town there is one bank.
 - a) In this town there are two factories.
 - b) In this town there are three universities.
 - c) In this town there are four schools.
 - d) In this town there are five hospitals.
2. In this house there are six rooms.
 - a) In this house there are seven telephones.
 - b) In this house there are eight doors.
 - c) In this house there are nine windows.
 - d) In this house there are ten chairs.
3. I have one child.
 - a) I have two children.
 - b) I have three children.
 - c) I have four children.
 - d) I have five children.
4. (a) In this room there are six men.
 - a) In this room there are seven men.
 - b) In this room there are eight men.
 - c) In this room there are nine men.
 - d) In this room there are ten men.
(b) In this room there are six men and seven women.
 - a) In this room there are seven men and eight women.
 - b) In this room there are eight men and nine women.
 - c) In this room there are nine men and ten women.
5. (a) I want one painting (or drawing).
 - a) I want three photographs.
 - b) I want five shirts.
 - c) I want seven postcards.
 - d) I want nine stamps.
(b) I want one painting (or drawing) and three photographs.
 - a) I want five shirts and six handkerchiefs.
 - b) I want seven postcards and nine stamps.
6. There are two cars there.
 - a) There are four cameras there.
 - b) There are six buses there.
 - c) There are eight taxis there.
 - d) There are ten machines there.
7. (I/he/she/etc.) bought one fountain-pen at the nearby store.
 - a) (I) bought two ball-point pens at the nearby store.
 - b) (I) bought three pencils at the nearby store.
 - c) (I) bought four bottles of beer at the nearby store.
 - d) (I) bought five bottles of cola at the nearby store.
8. I ate six bananas.
 - a) I cut seven trees.
 - b) I drew eight lines.
 - c) I smoked nine cigarettes.
 - d) I used ten pencils.

9. (I/he/she/etc.) drank one cup of (Japanese) tea.
 - a) (I) drank three cups of (black) tea.
 - b) (I) drank five bowls of soup.
 - c) (I) drank six cups of coffee.
 - d) (I) drank eight glasses of water.
10. How many tables are there here?
 - a) How many students are there here?
 - b) How many cars are there here?
 - c) How many bottles of beer are there here?
11. How many forks are there on the table?
 - a) How many cups of coffee are there on the table?
 - b) How many plates are there on the table?
 - c) How many pieces of cake are there on the table?

SECTION 4. GRAMMAR

14.1. COUNTERS. For counting objects there are two systems in Japanese: (1) native Japanese numerals (up to ten) supplemented by Chinese numerals (e.g., *jūichī eleven*, *jūnī twelve*, etc.); and (2) counters (numeral + classifier).

Many items may be counted with native Japanese numerals; e.g., furniture, toys, kitchen utensils, etc. Some items, such as fruit, traditionally have classifiers associated with them (as *Riŋgo o ikko kudasái*. *Give me one apple, please.*) but they may also be counted with Japanese numerals (*Riŋgo o hitōtsu kudasái*. *Give me one apple, please*). Animate objects, such as people, dogs and cats, horses and cows, birds, etc., are *never* counted with the numeral system; and the classifier for people is different from the classifier for dogs and cats.

Complicated as the counting system appears, the student may be encouraged to learn that it is in the process of simplification, and an increasing number of objects are counted by the numeral system.

14.1.1. USE OF COUNTERS AS NOUNS. Counters are nouns. This means that they may be used to fill the subject and object slots (as well as the N + *no* modifying slot in noun phrases)—slots normally filled by nouns.

(1) Use of Counters in Noun Phrases.

- | | |
|-----------------------------|-------------------------------|
| a) Kodomo ga sañniñ imásu. | There are three children. |
| b) Eñpitsu o íppoñ kudasái. | Give me a/one pencil, please. |

In example (a), the counter *sañniñ three people* is part of the noun phrase *ko-domo ga sañniñ* which constitutes the subject of the sentence. In example (b), the counter *íppoñ one long, cylindrical thing* is part of the noun phrase *eñpitsu o íppoñ* which is the object of the sentence. Note that the counter comes *after* the element marker (*ga* or *o*).

(2) *Independent Use of Counters.* When counter nouns are used as subject or object alone (i.e., when they are not part of a noun phrase but manifest either subject or object by themselves), counters do not take the element-marker particle *Sañniñ kimáshita*. *Three people came. Gomai kudasái. Give me five (e.g., five sheets of paper), please.*

14.1.2. CONSTRUCTION OF COUNTERS. Counters are made up of a numeral plus a classifier suffix. In most cases the numeral is a Chinese numeral, but in some cases (e.g., *hitōri one person*, *futari two people*) a Japanese numeral is used. Five common classifiers are introduced in Lesson 14:

(1) *-niñ for counting people*

| | | | |
|--------|--------------|----------------------|--------------|
| hitōri | one person | rokūniñ | six people |
| futari | two people | shichiniñ or nanāniñ | seven people |
| sāniñ | three people | hachiniñ | eight people |
| yoniñ | four people | kyūniñ or kunīñ | nine people |
| goniñ | five people | jūniñ | ten people |

(2) *-mai for counting thin sheets of, e.g., paper*

| | | | |
|----------------|--------------|----------------------|--------------|
| ichimai | one sheet | rokūmai | six sheets |
| nīmai | two sheets | nanāmai or shichimai | seven sheets |
| sāmai | three sheets | hachimai | eight sheets |
| yōmai or yomai | four sheets | kyūmai or kumai | nine sheets |
| gomai | five sheets | jūmai | ten sheets |

(3) *-dai for counting machines, including cars, etc.*

| | | | |
|-----------------|----------------|----------------------|----------------|
| ichidai | one machine | rokūdai | six machines |
| nīdai | two machines | nanādai or shichidai | seven machines |
| sāndai | three machines | hachidai | eight machines |
| yōndai or yodai | four machines | kyūdai | nine machines |
| godai | five machines | jūdai | ten machines |

(4) *-hoñ for counting long, cylindrical objects such as pencils*

| | | | |
|--------|-------|--------------------|-------|
| īppoñ | one | rōppoñ | six |
| nīhoñ | two | nanāhoñ | seven |
| sānhoñ | three | hāppoñ or hachīhoñ | eight |
| yōñhoñ | four | kyūhoñ | nine |
| gohoñ | five | jūppoñ or jīppoñ | ten |

(5) *-hai a liquid or dry measure; e.g., "one glassful of water"*

| | | | |
|--------|-------|--------------------|-------|
| īppai | one | rōppai | six |
| nīhai | two | nanāhai | seven |
| sānbai | three | hāppai or hachīhai | eight |
| yōnhai | four | kyūhai | nine |
| gohai | five | jūppai or jīppai | ten |

These five classifiers are given in detail (up to ten) to illustrate the complexity of sound assimilation in these numeral-suffix combinations. Note that *-hai* has three forms (*-hai*, *-pai*, and *-bai*), and that *-hoñ* follows the same pattern of assimilation of sounds.

The variants for "four" and "seven" are said to be the result of a tradition of taboo associated with the sound *shi* in Japanese. Since *shí four* is homophonous with *shí death*, a negative taboo attached itself to this word, and its use is circumvented by the traditional substitution of *yōn four* (sometimes *yo-* as in *yonin four people*). Similarly *shichí seven* is commonly substituted by *nāna seven* (which derives from the Japanese numeral *nanātsu*).

14.1.3. OTHER CLASSIFIERS. It is important to master the use of a few basic classifiers such as the five introduced in this lesson (see 14.1.2), because certain objects (people, paper, clothing which comes in pairs, animals, etc.) are never counted without using the particular classifier which applies. Failure to use the classifier will either result in the breakdown of communication or be the cause of considerable amusement. For reference the following list of useful counters is given:

OTHER CLASSIFIERS

| | | | |
|----------------------|--------------------|----------------------------|--------------------|
| <i>misé ikkeñ</i> | 1 store | <i>ushi rokútō</i> | 6 head of cattle |
| <i>tori níwa</i> | 2 birds | <i>riñgo nanáhako</i> | 7 boxes of apples |
| <i>hōn sānsatsu</i> | 3 books | <i>pīnatsu hachífukuro</i> | 8 bags of peanuts |
| <i>inú yōnhiki</i> | 4 dogs | <i>gasoriñ kyūkañ</i> | 9 cans of gasoline |
| <i>kyábetsu gōko</i> | 5 heads of cabbage | <i>kutsú jussokú</i> | 10 pairs of shoes |

14.2. POSSESSION. Languages differ in the way in which they express the concept of possession. An extreme example is the language of New Caledonia which has a dual system: one system is used to indicate possession of things considered intimate and culturally essential; the other system is used for things less intimate and less essential. In some languages one simply cannot say "my head, my nose, my feet," because parts cannot be possessed by the whole.

Though there is a verb meaning "have" (in the sense of "possess")—*mōtsu have, hold*—this verb is not normally used to mean possession of children, wife, or other human beings. Thus, the verb *mōtsu* is not used to express the statement "I have two children." There are two ways to say this in Japanese: *Watashi ní wa kodomo ga futari arimāsu.* or *Watashi ní wa kodomo ga futari imāsu.*

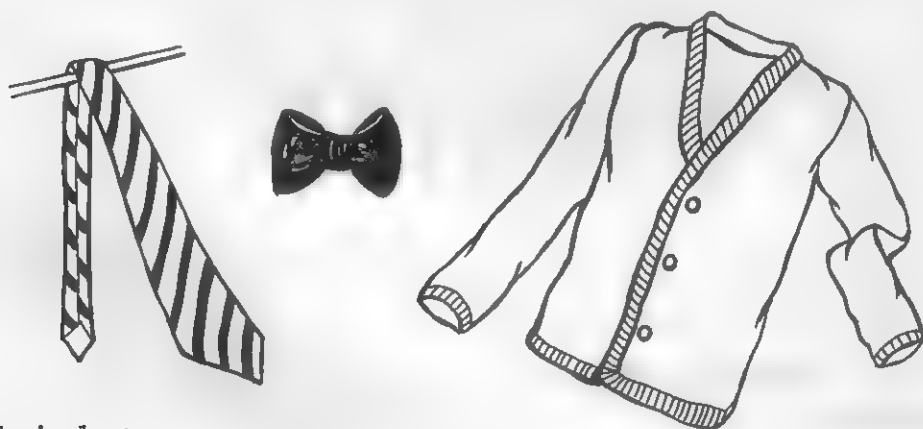
The animate-inanimate distinction between the use of the verbs *iru is* (animate) and *āru is* (inanimate) does not apply when the verb *āru* is used with the meaning "has, possesses." The normal pattern for sentences referring to possession is illustrated in the examples below:

| | |
|--|---|
| <i>Anāta wa okane ga arimāsu ka?</i> | Do you have (any) money? |
| <i>Arimasēñ.</i> | I haven't any (answer to above question). |
| <i>Watashi wa kuruma ga ichídai arimāsu.</i> | I have a car. |

(Note, in the last example above, how the counter *ichídai* expresses in Japanese what is expressed by the indefinite article *a* in English. Since there are no articles—"the" or "a"—in Japanese, this use of counters for "one" item may be more properly interpreted as indefinite "a," rather than specific "one."

SECTION 5. DIALOGUE

- 高 橋：^{はし} ジョンソンさん、^{いせたん} 伊勢丹は どうでしたか。
- ジョンソン： 伊勢丹は 大きいですね。 たて物が 二つ ありますね。
- 高 橋： 伊勢丹で 何を 買いましたか。
- ジョンソン： フォークを 六本 買いました。 コーヒーとセーターも 買いました。
- 高 橋： あなたは コーヒーが 好きですか。
- ジョンソン： ええ、 大好きです。 毎朝 二杯は 飲みます。
- 高 橋： そうですか。 ところで、 セーターは どんなのを 買いましたか。
- ジョンソン： 黒いセーターを 買いました。
- 高 橋： そうですか。
- ジョンソン： あ、 そうそう。 ネクタイも 一本 買いました。
- 高 橋： わたしも 伊勢丹で よく 買物を します。



English Equivalents

- Takahashi: How was Isetan, Mr. Johnson?
- Johnson: Isetan's big, isn't it? There are two buildings.
- Takahashi: What did you buy at Isetan?
- Johnson: I bought six forks. I bought coffee and also a sweater.
- Takahashi: Do you like coffee?
- Johnson: Yes, I like (coffee) very much. I drink two cups every morning.
- Takahashi: Is that so? By the way, what kind of sweater did you buy?
- Johnson: I bought a black sweater.
- Takahashi: Is that so?
- Johnson: Oh yes! I also bought a necktie.
- Takahashi: I, too, often shop at Isetan.

SECTION 6. READING

高橋さんの日曜日

- 1 高橋さんは 毎朝 六時半に 起きます。そして、近くの神社まで 歩きます。
いい運動です。七時半に うちに 帰ります。いつも 水を 一ぱい 飲みます。
それから 食事を します。高橋さんは パンは あまり 好きでは ありません。
ごはんを 二はい 食べます。みそしるを 二はい 飲みます。きょうは おと
5 うふのみそしるを 二はい 飲みました。おいしかったです。高橋さんのお母さ
んも おくさんも ごはんが 好きです。けれども、子どもたちは パンが 好き
です。

- きょうは 日曜日です。三時に いまで おやつを 食べました。大きい
テーブルの上に おかしが ありました。おせんべいが 二十枚、水ようかんが
10 六つ、コーラが 三本 ありました。高橋さんとおくさんは おせんべいを 二
枚と 水ようかんを 一つずつ 食べました。それから お茶を 飲みました。
三人の子どもは お茶を 飲みません。子どもたちは コーラが 大好きです。高
橋さんのお母さんは 水ようかんを 二つ 食べました。大てい お茶は 三ぱい
飲みます。

- 15 高橋さんのうちには 車が あります。高橋さんは 車の運てんが 出来ます。
おくさんも 上の子どもも 出来ます。一台の車を 三人が つかいます。お母
さんは運てんが 出来ません。でも、ドライブが 好きです。高橋さんたちは
時々、近くの海まで ドライブに 出かけます。

SECTION 7. EXERCISES

Fill each blank with the appropriate word as indicated in parentheses:

1. ここに おさがが ____ あります。 (5)
2. わたしには あねが ____ います。 (2)
3. おととい ケーキを ____ 食べました。 (3)
4. ここに アメリカの地図が ____ あります。 (4)
5. えんぴつを ____ 買いました。 (3)
6. 毎朝 コーヒーを ____ 飲みます。 (1)

Give the appropriate counter for each word:

- | | | | |
|---------|------|---------|------|
| 7. 学生 | (8) | 13. かみ | (5) |
| 8. 花 | (1) | 14. 紅茶 | (5) |
| 9. へや | (7) | 15. 木 | (3) |
| 10. 店 | (2) | 16. 高校 | (12) |
| 11. 人 | (1) | 17. 着物 | (6) |
| 12. いしゃ | (11) | 18. きつぷ | (4) |

Express in Japanese:

19. On Saturday I drank three cups of tea.
20. Mrs. White ate two pieces of delicious cake.
21. Here are four big boys.
22. I have two radios in my room.
23. Mr. Takahashi bought five bottles of sake.
24. There are nine sofas in this house.
25. How many clocks are there in the room over there?

Add accent marks to all the above.

SECTION 8. VOCABULARY ENRICHMENT

かぞえましょう

Let's Count Them

| | |
|------------|--|
| 一本でも にんじん | We count them 1(hon), though they're carrots. |
| 二そくでも サンドル | We count them 2 pairs, though they're sandals. |
| 三そうでも ヨット | We count them 3(sō), though they're yachts. |
| 四つぶでも ごましお | We count them 4 grains, though it's sesame salt. |
| 五台でも ロケット | We count them 5(dai), though they're rockets. |
| 六わでも 七面鳥 | We count them 6(wa), though they're turkeys. |
| 七ひきでも はち | We count them 7(hiki), though they're bees. |
| 八とうでも くじら | We count them 8 head, though they're whales. |
| 九杯でも ジュース | We count them 9 glassfuls though it's juice. |
| 十こでも いちご | We count them 10(ko), though they're strawberries. |

| |
|---------------|
| 本 |
| びん bottles |
| ネクタイ neckties |

| |
|----------------|
| そく |
| くつ shoes |
| くつした stockings |

| |
|-----------|
| そう |
| ボート boats |
| ふね ships |

| |
|----------|
| つぶ |
| たね seeds |
| こめ rice |

| |
|---------------|
| 台 |
| きかい machines |
| 電話 telephones |

| |
|-------------|
| わ |
| とり birds |
| うさぎ rabbits |

| |
|---------|
| ひき |
| いぬ dogs |
| ねこ cats |

| |
|--------------|
| とう |
| うま horses |
| ぞう elephants |

| |
|----------------|
| 杯 |
| ごはん rice |
| みそじる miso soup |

| |
|-------------|
| こ |
| りんご apples |
| レタス lettuce |

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「いっぼんでもニンジン」詞: 前田 利博

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SECTION 9. SELF TEST (For answers see Appendix 4)

I. 漢字+おくりがな
(ひらがな/カタカナ)

1. 高橋^{タカハシ}さんのうちは うみ の ちかく です。
2. あなたは まいあさ うん 動しますか。
3. みず が一ぱい ほしいです。
4. Sweater 四まい、necktie 六 ぼん、車二 だい
5. おきる、かえる

II. Using the words given, supply the counter and construct a sentence.
Add particles where needed.

1. 男の人 へや この 3 いる

2. シャツ わたし 2 買う

3. 毎朝 2 コーヒー 飲む

4. わたしたち 5 乗る 1 車

III. Supply the particles. Mark "X" where not needed.

1. テーブル 上 本 三 さつ あり ます。
2. はがき 3 枚 切手 5 枚 くだ さい。
3. 一日に たばこ 何 本 のみ ますか。
4. わたし へや ラジオ 3 台 あり ます。
5. おせんべい 5 枚 食べ ました。

IV. Give the Japanese equivalents.

1. I need five ¥100 stamps and five ¥62 stamps.
-

2. Q: How many neckties do you have?

A: About ten.

3. In our class there are 6 women and 4 men.

4. Yesterday I watched 2 movies on T.V.

LESSON 15

OF TIME AND MONEY

PROBLEM: The system for telling time and counting money is the same as the system for counting objects.

OBJECTIVE: To present time and money counters.

SECTION 1. VOCABULARY

Drill

| | | |
|-------------------------|-------------------------|--|
| ～分 | ～ふん；～ぶん | <i>classifier for minutes</i> |
| ～すぎ | ～すぎ | after (when telling time); past |
| ^{しゅう} 九州 | きゅうしゅう | Kyushu (<i>place name</i>) |
| ～時間 | ～じかん | <i>classifier for counting hours</i> |
| かかる (かからない； かかった) | かかる (かからない； かかった) | <i>vt takes; requires</i> |
| ^{ほっ} 北海道 | ほっかいどう | Hokkaido (<i>place name</i>) |
| ^{にっ} 日光 | にっこう | Nikko (<i>place name</i>) |
| ～日 | ～にち | <i>classifier for counting days</i> |
| やすむ (やすまない； やすんだ) | やすむ (やすまない； やすんだ) | <i>vt is absent from (e.g., is absent from school)</i> |
| 船 | ふね | boat; ship |
| サンフランシスコ | サンフランシスコ | San Francisco |
| ～週間 | ～しゅうかん | <i>classifier for counting weeks</i> |
| ロンドン | ロンドン | London |
| ニューヨーク | ニューヨーク | New York |
| アフリカ | アフリカ | Africa |
| どのくらい | どのくらい | about how much/long/far? etc. |
| ～か月 | ～かげつ | <i>classifier for counting months</i> |

| | | |
|----|----------------------|---------------------------------------|
| 何年 | なんねん | what year; how many years? |
| で | で | as of (e.g., as of <i>this year</i>) |
| ～百 | ～ひゃく; ～びゃく; ～びゃく* | multiple of 100 |
| ～千 | ～せん; ～せん | multiple of 1,000 |
| ～万 | ～まん | multiple of 10,000 |

Dialogue

| | | |
|------------|------------|---------------------------------|
| トマス | トマス | Thomas (<i>personal name</i>) |
| ～ぐらい; ～くらい | ～ぐらい; ～くらい | approximately; about |
| 大変(な) | たいへん(な) | awful; very; exceedingly |
| 楽しい | たのしい | <i>adj</i> (is) enjoyable; fun |
| おとし | おとし | year before last |
| また | また | again |

Reading

| | | |
|--------------------------------|-------------------------|-------------------------------|
| ちがう (ちがわない; ちがった) | ちがう (ちがわない; ちがった) | <i>vi</i> is different |
| 町 | まち | town; street; section of town |
| ～ごと(に) | ～ごと(に) | every -- |
| スーパー <small>ちゅう じょう</small> | スーパー | supermarket |
| 駐車場 | ちゅうしゃじょう | parking space; parking lot |
| 肉 | にく | meat |
| ～キロ | ～キロ | kilogram(s) |
| ハム | ハム | ham |
| ～グラム | ～グラム | gram(s) |
| (お)金 | (お)かね | money |
| はらう (はらわない; はらった) | はらう (はらわない; はらった) | <i>vt</i> pays |

*The accent on ～百 is determined by the prefix; e.g., nihyaku°, sānbyaku, yōnbyaku, gohyaku°, roppyaku°, nanāhyaku, happyaku°, kyūhyaku.

| | | |
|------------------|-------------------|---|
| 出す | だす | vt puts out; pays (money) |
| (出さない; 出した) | (ださない; だした) | |
| (お)つり | (お)つり | change (amount returned when payment is tendered) |
| けいさん | けいさん | calculation; computation |
| 前は | まえは | before |
| もう | もう | no further; not any more (with neg.) |
| 近所 | きんじょ | neighborhood; vicinity |
| ～おき(に) | ～おき(に); ～おき(に) | at intervals; every other -- |
| そろばん | そろばん | abacus |
| きれい(な/に) | きれい(な/に) | clean |
| つつむ | つつむ | vt wraps |
| (つつまない; つつんだ) | (つつまない; つつんだ) | |
| 事 | こと | thing (i.e., an event) |
| ～ドル | ～ドル | classifier for dollars |

Classifiers

1. ～分 (classifier for minutes)

| | | |
|----|-------|-------------------|
| 何分 | なんぷん | how many minutes? |
| 一分 | いっぷん | one minute |
| 二分 | にふん | two minutes |
| 三分 | さんぷん | three minutes |
| 四分 | よんぷん | four minutes |
| 五分 | ごふん | five minutes |
| 六分 | ろっぷん | six minutes |
| 七分 | ななぷん | seven minutes |
| 八分 | はっぷん | eight minutes |
| 九分 | きゅうふん | nine minutes |

| | | |
|-----|----------------|-----------------|
| 十分 | じゅうぷん ; じっぷん * | ten minutes |
| 二十分 | にじゅうぷん | twenty minutes |
| 三十分 | さんじゅうぷん | thirty minutes |
| 四十分 | よんじゅうぷん | forty minutes |
| 五十分 | ごじゅうぷん | fifty minutes |
| 六十分 | ろくじゅうぷん | sixty minutes |
| 七十分 | ななじゅうぷん | seventy minutes |
| 八十分 | はちじゅうぷん | eighty minutes |
| 九十分 | きゅうじゅうぷん | ninety minutes |

2. ～時間 (*classifier for hours*)

| | | |
|------|---------|-----------------|
| 何時間 | なんじかん | how many hours? |
| 一時間 | いちじかん | one hour |
| 二時間 | にじかん | two hours |
| 三時間 | さんじかん | three hours |
| 四時間 | よじかん | four hours |
| 五時間 | ごじかん | five hours |
| 六時間 | ろくじかん | six hours |
| 七時間 | しちじかん | seven hours |
| 八時間 | はちじかん | eight hours |
| 九時間 | くじかん | nine hours |
| 十時間 | じゅうじかん | ten hours |
| 二十時間 | にじゅうじかん | twenty hours |

3. ～日 (*classifier for days*)

| | | |
|----|------|----------------|
| 何日 | なんにち | how many days? |
| 一日 | いちにち | one day |
| 二日 | ふつか | two days |
| 三日 | みっか | three days |

*Jūppun varies freely with jippun, as does nijūppun with nijippun, etc.

| | | |
|------|----------|------------------|
| 四日 | よっか | four days |
| 五日 | いつか | five days |
| 六日 | むいか | six days |
| 七日 | なのか | seven days |
| 八日 | ようか | eight days |
| 九日 | ここのか° | nine days |
| 十日 | とおか | ten days |
| 十一日 | じゅういちにち° | eleven days |
| 十四日 | じゅうよっか | fourteen days |
| 二十日 | はつか | twenty days |
| 二十四日 | にじゅうよっか | twenty-four days |

4. ～週間 (classifier for weeks)

| | | |
|-----|----------------------|-----------------|
| 何週間 | なんしゅうかん | how many weeks? |
| 一週間 | いっしゅうかん | one week |
| 二週間 | にしゅうかん | two weeks |
| 三週間 | さんしゅうかん | three weeks |
| 四週間 | よんしゅうかん | four weeks |
| 五週間 | ごしゅうかん | five weeks |
| 六週間 | ろくしゅうかん | six weeks |
| 七週間 | ななしゅうかん | seven weeks |
| 八週間 | はっしゅうかん | eight weeks |
| 九週間 | きゅうしゅうかん | nine weeks |
| 十週間 | じゅうしゅうかん; じっしゅうかん | ten weeks |

5. ～か月 (classifier for months)

| | | |
|-----|-------|------------------|
| 何か月 | なんかげつ | how many months? |
| 一か月 | いっかげつ | one month |
| 二か月 | にかげつ | two months |
| 三か月 | さんかげつ | three months |

| | | |
|------|--|---------------|
| 四か月 | よんか ^ㇰ げつ | four months |
| 五か月 | ごか ^ㇰ げつ | five months |
| 六か月 | ろっか ^ㇰ げつ | six months |
| 七か月 | なな ^ㇰ げつ | seven months |
| 八か月 | はっか ^ㇰ げつ | eight months |
| 九か月 | きゅうか ^ㇰ げつ | nine months |
| 十か月 | じゅうか ^ㇰ げつ; じっか ^ㇰ げつ | ten months |
| 十一か月 | じゅういっか ^ㇰ げつ | eleven months |
| 十二月 | じゅうにか ^ㇰ げつ | twelve months |

6. ～年 (*classifier for years*)

| | | |
|----|------------|-----------------|
| 何年 | なんねん | how many years? |
| 一年 | いちねん | one year |
| 二年 | にねん | two years |
| 三年 | さんねん | three years |
| 四年 | よねん | four years |
| 五年 | ごねん | five years |
| 六年 | ろくにねん | six years |
| 七年 | しちねん | seven years |
| 八年 | はちねん | eight years |
| 九年 | きゅうねん; くねん | nine years |
| 十年 | じゅうねん | ten years |

7. ～円 (*classifier for Japanese money*)

| | | |
|-----|---------|---------------|
| 何円 | なんえん | how many yen? |
| 十円 | じゅうえん | ten yen |
| 二十円 | にじゅうえん | twenty yen |
| 三十円 | さんじゅうえん | thirty yen |
| 四十円 | よんじゅうえん | forty yen |
| 五十円 | ごじゅうえん | fifty yen |

| | | |
|-----|----------|-------------------|
| 六十円 | ろくじゅうえん | sixty yen |
| 七十円 | ななじゅうえん | seventy yen |
| 八十円 | はちじゅうえん | eighty yen |
| 九十円 | きゅうじゅうえん | ninety yen |
| 百円 | ひゃくえん | one-hundred yen |
| 二百円 | にひゃくえん | two-hundred yen |
| 三百円 | さんびゃくえん | three-hundred yen |
| 四百円 | よんひゃくえん | four-hundred yen |
| 五百円 | ごひゃくえん | five-hundred yen |
| 六百円 | ろっぴゃくえん | six-hundred yen |
| 七百円 | ななひゃくえん | seven-hundred yen |
| 八百円 | はっぴゃくえん | eight-hundred yen |
| 九百円 | きゅうひゃくえん | nine-hundred yen |

8. ～ドル (classifier for dollars)

| | | |
|------|---------|-------------------------|
| 何ドル | なんドル | how many dollars? |
| 千ドル | せんドル | one-thousand dollars |
| 二千ドル | にせんドル | two-thousand dollars |
| 三千ドル | さんぜんドル | three-thousand dollars |
| 四千ドル | よんせんドル | four-thousand dollars |
| 五千ドル | ごせんドル | five-thousand dollars |
| 六千ドル | ろくせんドル | six-thousand dollars |
| 七千ドル | ななせんドル | seven-thousand dollars |
| 八千ドル | はっせんドル | eight-thousand dollars |
| 九千ドル | きゅうせんドル | nine-thousand dollars |
| 一万ドル | いちまんドル | ten-thousand dollars |
| 二万ドル | にまんドル | twenty-thousand dollars |
| 三万ドル | さんまんドル | thirty-thousand dollars |
| 四万ドル | よんまんドル | forty-thousand dollars |
| 五万ドル | ごまんドル | fifty-thousand dollars |

| | | |
|------|---------|--------------------------|
| 六万ドル | ろくまんドル | sixty-thousand dollars |
| 七万ドル | ななまんドル | seventy-thousand dollars |
| 八万ドル | はちまんドル | eighty-thousand dollars |
| 九万ドル | きゅうまんドル | ninety-thousand dollars |

SECTION 2. KANJI STUDY

| | | | | |
|------|---|------|-----------------|--------|
| 1629 | 分 | 一分 | いっ <u>ぶん</u> | ブン |
| | | 九分 | きゅう <u>ぶん</u> | ブン |
| 234 | 間 | 二十時間 | にじゅう <u>じかん</u> | カン |
| 1082 | 船 | 船 | <u>ふね</u> | ふね |
| 1739 | 万 | 一万円 | いち <u>まん</u> えん | マン |
| 1650 | 変 | 大変 | たい <u>へん</u> | ヘン |
| 196 | 楽 | 楽しい | たの <u>しい</u> | たの(しい) |
| 1276 | 町 | 町 | <u>まち</u> | まち |
| 1439 | 肉 | 肉 | <u>にく</u> | ニク |
| 387 | 金 | お金 | お <u>かね</u> | かね |

New Readings

| | | | | |
|------|----|-------------------|---------------|------|
| 157 | 海： | 海 | <u>うみ</u> | (14) |
| | | ^{ほっ} 北海道 | <u>ほっかいどう</u> | |
| 1411 | 道： | 道 | <u>みち</u> | (13) |
| | | ^{ほっ} 北海道 | <u>ほっかいどう</u> | |
| 1440 | 日： | 日本人 | <u>にほんじん</u> | (1) |
| | | 日曜日 | <u>にちようび</u> | (9) |
| | | 一日 | <u>ついたち</u> | (10) |
| | | 二日 | <u>ふつか</u> | (10) |
| | | その日 | <u>そのひ</u> | (11) |
| | | 日光 ^{こう} | <u>にっこう</u> | |
| 1562 | 百： | 百円 | <u>ひゃくえん</u> | (3) |
| | | 三百 | <u>さんびゃく</u> | |
| | | 六百 | <u>ろっぴゃく</u> | |
| 1068 | 千： | 千円 | <u>せんえん</u> | (3) |
| | | 三千 | <u>さんぜん</u> | |
| 837 | 出： | 出かける | <u>でかける</u> | (5) |
| | | 出す | <u>だす</u> | |
| 386 | 近： | 近く | <u>ちかく</u> | (14) |
| | | 近所 | <u>きんじょ</u> | |
| 856 | 所： | 所 | <u>ところ</u> | (12) |
| | | 近所 | <u>きんじょ</u> | |
| 733 | 事： | 食事 | <u>しょくじ</u> | (11) |
| | | 事 | <u>こと</u> | |

SECTION 3. DRILL

Question-Answer:

1. (a) Q: 今 何時ですか。

A: 四時一分です。 / 四時一分すぎです。

- Cues: a) 四分
b) 九分
c) 二十分
d) 四十分
e) 五十分

(b) Q: 今 何時ですか。

A: 六時五十五分です。 / 七時五分前です。

- Cues: a) 五十四分
b) 五十三分
c) 五十二分
d) 五十分
e) 四十五分

Substitution:

2. 今年は 1976 年です。

- Cues: a) 1980
b) 1984
c) 1987
d) 1989

3. ここまで バスで 二十分で 来ました。

- Cues: a) 三十分
b) 四十分
c) 十五分
d) 四十五分

4. ここから 九州^{しゅう}まで 汽車で 二十時間 かかります。

- Cues: a) 東京駅 電車 二時間
b) 銀座^{ぎんざ} バス 一時間半
c) 北海道^{ほっかいどう} 汽車 二十四時間
d) 日光^{にっこう} 電車 四時間

5. わたしは 学校を 一日 やすみました。

- Cues: a) 二日
b) 三日
c) 六日
d) 八日
e) 四日

6. ここから サンフランシスコまで 船で 一週間で 行きます。

- Cues: a) インド 二週間
b) ロンドン 三週間
c) ニューヨーク 二週間
d) アフリカ 三週間

Question-Answer:

7. Q: 日本語を どのくらい べんきょうしましたか。

A: 一か月 べんきょうしました。

- Cues: a) 二か月
b) 三か月
c) 四か月
d) 五か月

8. Q: あなたは 何年 日本に いますか。

A: 今年で 三年 います。

- Cues: a) 四年
b) 五年

c) 六年

d) 十年

9. Q: これは いくらですか。

A: 百円です。

Cues: a) 三百五十円

b) 六百二十円

c) 八百三十円

d) 千円

e) 二千百円

10. Q: いくらで それを 買いましたか。

A: 五千円で 買いました。

Cues: a) 一万円

b) 三万円

c) 五万円

d) 七万円

English Equivalents

1. (a) Q: What time is it now?
A: It's 4:01. It's one minute after four.
 - a) It's 4:04. It's four minutes after four.
 - b) It's 4:09. It's nine minutes after four.
 - c) It's 4:20. It's twenty minutes after four.
 - d) It's 4:40. It's forty minutes after four.
 - e) It's 4:50. It's fifty minutes after four.
- (b) Q: What time is it now?
A: It's 6:55. It's five minutes before seven.
 - a) It's 6:54. It's six minutes before seven.
 - b) It's 6:53. It's seven minutes before seven.
 - c) It's 6:52. It's eight minutes before seven.
 - d) It's 6:50. It's ten minutes before seven.
 - e) It's 6:45. It's fifteen minutes before seven.
2. It is (the year) 1976.
 - a) It is 1980.
 - b) It is 1984.
 - c) It is 1987.
 - d) It is 1989.
3. I came here by bus in twenty minutes.
 - a) I came here by bus in thirty minutes.
 - b) I came here by bus in forty minutes.
 - c) I came here by bus in fifteen minutes.
 - d) I came here by bus in forty-five minutes.
4. It takes twenty hours from here to Kyushu by train.
 - a) It takes two hours from here to Tokyo Station by electric train.
 - b) It takes an hour and a half from here to the Ginza by bus.
 - c) It takes twenty-four hours from here to Hokkaido by train.
 - d) It takes four hours from here to Nikko by electric train.
5. I rested (stayed home) from school one day.
 - a) I rested from school two days.
 - b) I rested from school three days.
 - c) I rested from school six days.
 - d) I rested from school eight days.
 - e) I rested from school four days.
6. It's one week from here to San Francisco by ship (*lit.*, [You] go from here to San Francisco by ship in one week).
 - a) It's two weeks from here to India by ship.
 - b) It's three weeks from here to London by ship.
 - c) It's two weeks from here to New York by ship.
 - d) It's three weeks from here to Africa by ship.
7. Q: About how long have you studied Japanese?
A: (I've) studied (it) one month.
 - a) I've studied it two months.
 - b) I've studied it three months.
 - c) I've studied it four months.
 - d) I've studied it five months.

8. Q: How many years have you been in Japan?
 A: I've been (here) three years this year.
 a) I've been here four years this year.
 b) I've been here five years this year.
 c) I've been here six years this year.
 d) I've been here ten years this year.
9. Q: How much is this?
 A: It's a hundred yen.
 a) It's three hundred and fifty yen.
 b) It's six hundred and twenty yen.
 c) It's eight hundred and thirty yen.
 d) It's one thousand yen.
 e) It's two thousand one hundred yen.
10. Q: How much did that cost (*lit.*, With how much did you buy that)?
 A: I bought (it) for five thousand yen.
 a) I bought it for ten thousand yen.
 b) I bought it for thirty thousand yen.
 c) I bought it for fifty thousand yen.
 d) I bought it for seventy thousand yen.

SECTION 4. GRAMMAR

15.1. COUNTING TIME AND MONEY. Special counters are used for counting time and money; i.e., they are counted not by numerals (*hitōtsu*, *futatsū*, *mittsū*, etc.) but by special counter words which are made up of a Chinese numeral and a classifier.

15.1.1. COUNTING TIME. There is a different suffix for each category of time: *-fun(kañ)* (*lapse of minutes*); *-jikañ* (*lapse of hours*); *-nichi(kañ)* (*lapse of days*); *-shūkañ* (*lapse of weeks*); *-kagetsu(kañ)* (*lapse of months*); *-neñ(kañ)* (*lapse of years*). The suffix *-kañ* means "interval," and it will be noticed in the list of suffixes above that this is optional with some classifiers when counting time (optional, if enclosed in parentheses). Thus, *ichijī* *one o'clock*, but *ichijīkañ* *one hour*. Note that in *naming* months the suffix is *-gatsu* (e.g., *ichigatsu* *January*, *nigatsu* *February*), but in *counting* months the suffix is *-kagetsu*: *ikkagetsu* *one month*; *nikagetsu* *two months*.

Assimilation of sounds in counters for minutes and days presents a special problem (like the problem encountered in the classifiers *-hoñ* and *-hai*):

| MINUTES | DAYS |
|--|---------------------------------------|
| 1 <i>ippun</i> (<i>ippūnkañ</i>) | <i>ichinichi</i> (<i>ichinichi</i>) |
| 2 <i>nifun</i> (<i>nifūnkañ</i>) | <i>futsuka</i> (<i>futsukākañ</i>) |
| 3 <i>sānpun</i> (<i>sañpūnkañ</i>) | <i>mikka</i> (<i>mikkākañ</i>) |
| 4 <i>yōnpun</i> (<i>yoñpūnkañ</i>) | <i>yokka</i> (<i>yokkākañ</i>) |
| 5 <i>gōfun</i> (<i>gofūnkañ</i>) | <i>itsuka</i> (<i>itsukākañ</i>) |
| 6 <i>rōppun</i> (<i>roppūnkañ</i>) | <i>muika</i> (<i>muikākañ</i>) |
| 7 <i>nanāfun</i> (<i>nanafūnkañ</i>) | <i>nanoka</i> (<i>nanokākañ</i>) |
| 8 <i>hāppun</i> (<i>happūnkañ</i>) | <i>yōka</i> (<i>yōkākañ</i>) |
| <i>hachifun</i> (<i>hachifūnkañ</i>) | |

| | | |
|----|--|------------------------------|
| 9 | kyūfuñ (kyūfūñkañ) | kokonoka (kokonokákañ) |
| 10 | jūppuñ (juppūñkañ) jippuñ (jippūñkañ) | tōka (tōkákāñ) |
| 11 | jūippuñ (jūippūñkañ) | jūichinichī (jūichinichíkañ) |
| 12 | jūnifuñ (jūnifūñkañ) | jūninichī (jūninichíkañ) |
| 13 | jūsānpuñ (jūsānpūñkañ) | jūsañnichī (jūsañnichíkañ) |
| 14 | jūyōnpuñ (jūyōnpūñkañ) | jūyokka (jūyokkákāñ) |
| 15 | jūgofuñ (jūgofūñkañ) | jūgonichī (jūgonichíkañ) |
| 20 | nijūppuñ (nijuppūñkañ) nijippuñ (nijippūñkañ) | hatsuka (hatsukákāñ) |
| 30 | sañjūppuñ (sañjuppūñkañ) sañjippuñ (sañjippūñkañ) | sāñjūnichī (sāñjūnichíkañ) |

If the final *-kañ* is omitted, the above two columns can substitute for telling time and the day of the month respectively (except the first day of the month, which is referred to as *tsuitachi*): *Ichīji jūgofuñ desu. It's one-fifteen. Kyō wa hatsuka desu. Today is the twentieth.* Compare them with the following: *Ichijikañ jūgofuñ kakarimāsu. It takes one hour and fifteen minutes. Hatsuka (hatsukákāñ) kakarimāsu. It takes twenty days.*

15.1.2. INTERROGATIVE TIME WORDS. The interrogative *itsu* means "when": *Jōnsoñ-saṅ wa itsu tsukimāshita ka? When did Mr. Johnson arrive?* The question "When were you born?" may be expressed the following way in Japanese: *Nāñneñ nāngatsu nāñnichī ni umaremāshita ka? What year what month what day were you born?* Put in this form the question elicits a specific answer, as follows: *Sēn-kyūhyaku-gojūichīneñ nigatsu nijūsāñnichī ni umaremāshita. One-thousand-nine-hundred-fifty-first-year 2nd-month 23rd-day I was born.* As these illustrations show, interrogative time counters are constructed with the interrogative prefix *nan-* *what* and a classifier indicating the time interval:

INTERROGATIVE TIME COUNTERS

| | | | |
|----------|------------|----------------------------|-----------------|
| nāñneñ | what year | nāñneñ (nāñnéñkañ) | how many years |
| nāngatsu | what month | nañkāgetsu (nañkagetsúkañ) | how many months |
| nāñnichī | what day | nāñnichī (nāñnichíkañ) | how many days |
| nāñji | what hour | nañjikañ | how many hours |

15.1.3. TIME SUFFIXES: *-gōro* AND *-gurai* (*kurai*). Time noun affixes were introduced in Lesson 9 (see 9.2.2.). At this point the suffix *-gōro* *about, around*, which indicates that the time is not specific, was illustrated: *Kono haná wa haru-gōro sakimāsu. This flower blossoms around spring.* The suffix *-gōro*, when used with a time noun, means "around such-and-such a time": e.g., *ichiji-gōro around one o'clock; kiñyōbi-gōro around Friday; etc.*

In counting time, when one wishes to indicate that the amount (or interval) of time he has stated is a rough approximation, he may attach the suffix *-gurai* (or *-kurai*, which is a free variant): *Nañkagetsu-gurai nihoñgo o beñkyō-shimāshita ka? About how many months did you study (have you studied) Japanese? Māinichi nañjikañ-gurai nihoñgo o beñkyō-shimāsu ka? About how many hours each day do you study Japanese? Dono kurai nihoñgo o beñkyō-shimāshita ka? About how long have you studied (been studying) Japanese?*

15.1.4. COUNTING MONEY. The classifier for Japanese money is *-en*:

| | | | | | |
|------|--------------------|------|---------------------|--------------------|--------------------|
| ¥1 | <i>ichi-en</i> | ¥400 | <i>yōnhyakū-en</i> | ¥1,000 | <i>sen-en</i> |
| ¥10 | <i>jū-en</i> | ¥500 | <i>gohyakū-en</i> | ¥3,000 | <i>sānzen-en</i> |
| ¥50 | <i>gojū-en</i> | ¥600 | <i>roppyakū-en</i> | ¥4,000 | <i>yōnsen-en</i> |
| ¥100 | <i>hyaku-en</i> | ¥700 | <i>nanahyakū-en</i> | ¥8,000 | <i>hassen-en</i> |
| ¥200 | <i>nihyakū-en</i> | ¥800 | <i>happyakū-en</i> | ¥10,000 | <i>ichimān-en</i> |
| ¥300 | <i>sānbyakū-en</i> | ¥900 | <i>kyūhyakū-en</i> | ¥40,000 | <i>yōnmañ-en</i> |
| | | | | ¥80,000 | <i>hachimān-en</i> |
| | | | | ¥1,000,000 | <i>hyakumañ-en</i> |
| | | | | ¥100,000,000 | <i>ichioku-en</i> |
| | | | | ¥1,000,000,000,000 | <i>itchō-en</i> |

Note that "one million" is "one-hundred ten-thousands" in Japanese, since *mān 10,000* is a unit in the number system, while "one million" is not.

In the pronunciation of the suffix for counting money, it may seem that a *y* sound is acquired after syllabic *n* with some speakers, e.g., *ichimān-(y)en*: *Okane ga ikura arimāsu ka?* *How much money do you have?* *Okane ga ichimān-(y)en arimāsu. I have ¥10,000.*

15.1.5. ACCENT SHIFTS. In general it should be borne in mind that the accent of a word in isolation (as when reading a vocabulary list) and the accent of the same word in combination with another word (or a string of words in a sentence) may be different. This type of accent shift is especially noticed when numerals are combined with classifiers to make Counters. The same numeral may have a different accent with a different classifier. Some examples are:

| | | | | | |
|-----|------------------|------|---------------------|---------|-------------------|
| 300 | <i>sānbyaku</i> | ¥300 | <i>sānbyakū-en</i> | ¥30,000 | <i>sānmañ-en</i> |
| 700 | <i>nanāhyaku</i> | ¥700 | <i>nanahyakū-en</i> | ¥70,000 | <i>nanamañ-en</i> |

15.2. MEANS: WITH MONEY AND TIME. The Means Element, as explained in Lesson 13 (see 13.1), is a slot in the sentence which tells by what means, or instrument the action is done; e.g., *Hāshi de gōhañ o tabemāsu. (I) eat rice with chopsticks*. In Lesson 15, the same Means Element, marked with the particle *de*, occurs, but it may be difficult to associate this usage with the one introduced in Lesson 13. Examples which occur in Lesson 15 are: *Ikura de sore o kaimāshita ka?* *How much did you buy that for? / With how much did you buy that? / How much did that cost?* *Koko kara Afurika mādē fūne de sānshūkān de ikimāsu. It's three weeks from here to Africa by ship. / It takes three weeks from here to Africa by ship.*

The meaning of expressions such as *ikura de* and *sānshūkān de* in the above examples is related to the meaning of the verb *kakāru takes/requires*, also introduced in this lesson. Thus, the sentences in the paragraph above could be restated as follows: *Sore wa ikura kakarimāshita ka?* *How much did that cost? / How much (money) did that require?* *Koko kara Afurika mādē fūne de sānshūkān kakarimāsu. It takes three weeks from here to Africa by ship.*

15.3. SHIFT OF VERB CLASS. Some verbs, such as *owaru ends* and *yasūmu rests*, have both intransitive and transitive usages. Thus:

| | | |
|--|--|------------------------------------|
| <i>vi yasūmu rests</i> | Tanaka-san wa ichinichi yasumimāshita. | Mr. Tanaka rested one day. |
| <i>vt yasūmu rests; is absent from</i> | Tanaka-san wa gakkō o yasumimāshita. | Mr. Tanaka was absent from school. |

SECTION 5. DIALOGUE

中 村： トマスさん、 あなたは 日本語が 上手ですね。

トマス： そうですか。 どうも、 ありがとうございます。

中 村： どのくらい 日本語を べんきょうしましたか。

トマス： 学校で一年半ぐらい べんきょうしました。 毎日 学校で
三時間 べんきょうしました。 うちでも 五時間 べんきょう
しました。

中 村： 大変でしたね。

トマス： ええ、 でも 楽しかったです。

中 村： いつ、 日本に 来ましたか。

トマス： 六年前に 来ました。 おとし アメリカへ 帰りました。
そして 八か月前に また 日本に 来ました。

中 村： 船で 来ましたか。

トマス： いいえ、 ひ行きて 来ました。

中 村： 何時間ぐらい かかりましたか。

トマス： 十八時間 かかりました。

English Equivalents

Nakamura: Mr. Thomas, you're good at Japanese, aren't you.

Thomas: Is that so? Thank you.

Nakamura: About how long have you studied Japanese?

Thomas: I studied at school about a year and a half. Every day I studied three hours at school. At home, too, I studied five hours.

Nakamura: That was terrible (hard work), wasn't it?

Thomas: Yes, but I enjoyed it.

Nakamura: When did you come to Japan?

Thomas: I came six years ago. Year before last I returned to America. Then eight months ago I came back to Japan again.

Nakamura: Did you come by ship?

Thomas: No, I came by plane.

Nakamura: About how many hours did it take?

Thomas: It took eighteen hours.

SECTION 6. READING

スーパーマーケット

私は一九五八年にサンフランシスコから東京に来ました。一九五八年、東京にはスーパーマーケットがまだあまりありませんでした。でも、今はちがいます。私の町にも大きいスーパーマーケットが三つあります。私は木よう日ごとに近くのスーパーへ行きます。うちからその店まで車で四、五分です。けれども、店には駐車場ちやうじやうがありません。ですから私は歩きます。十五分ぐらいいかかります。

そのスーパーマーケットは十時にあきます。そして六時すぎにしまります。きのうは肉を一キロ、ハムを三百グラム買いました。ハムは百グラム 百五十円でした。でも、三百グラム 四百五十円ではありませんでした。四百二十円でした。スーパーマーケットは安いです。

店の出口には大い女の人があります。そこでお金をはらいます。きのう、私はいろいろな物を買いました。三十六百三十六円でした。私は一万円出しました。店の女の人はおつりを六千三百六十四円すぐ出しました。日本の店の人はけいさんがはやいです。私は前はおどろきました。でも、今はもうおどろきません。

私は近所の肉屋や八百屋おやパン屋でも一日おきに買物をします。店の人は時々、そろばんをつかいます。とても上手です。私は日本で始めてそろばんを見ました。店の人は肉やパンをきれいなかみでつまみます。私たちは日本語でいろいろな事を話します。楽しいです。

スーパーマーケットは便利です。けれども、私は近所の小さい店も好きです。

SECTION 7. EXERCISES

Fill each blank with an appropriate particle:

1. そこ ____ どのくらい いましたか。
2. 二週間 学校 ____ やすみました。
3. ここ ____ 日光 ____ 電車 ____ 四時間 かかります。
4. 十万円のテレビ ____ 七万円 ____ 買いました。
5. 19 年 ____ 日本 ____ 来ました。

Answer in Japanese:

6. いつ 日本に 来ましたか。
7. 学校まで どのくらい かかりますか。
8. あなたの本は いくらでしたか。
9. アメリカから 日本まで 何時間で 来ますか。

Express in Japanese:

10. It takes fifteen minutes by bus from here to there.
11. What time is it now?
12. Q: What year is it this year?
A: It's _____.
13. How long have you been in Japan?
14. How much is this?
15. I bought it for ¥74,960.

Add accent marks to all the above.

SECTION 8. VOCABULARY ENRICHMENT

Looking for An Apartment

- A: 新ちくのアパートをさがしていますが。 I'm looking for a recently built apartment.
- B: どんなじょうけんがごきぼうですか。 What are your requirements?
- A: 1DKまたは2DKがいいです。 One or two rooms with kitchenette would be fine.
- 駅に近いところがいいです。 I'd like it to be near a station.
- 日あたりがいい、しずかなへやがありますか。 Do you have a quiet room with good sun exposure?
- B: 家賃はどのくらいがいいですか。 How much rent do you wish to pay?
- A: 〇〇円までいいです。 Up to ___ yen.
- B: ちょっと待って下さい。 Just a moment, please.
- しゃしんを見て下さい。 Look at the photographs.
- これはどうですか。 How about this one?
- A: いいですね。このアパートを見せて下さい。 It's nice. Please show me this apartment.
-
- A: 気に入りました。 I like it.
- B: じゃ、事務所^{じむしょ}でけいやくしましょう。 Well then, let's draw up the contract at the office.

| | | | |
|------|--------------------------|----------|------------------------|
| 不動産 | real estate (office) | 敷金 | deposit (money) |
| 礼金 | gratuity (money) | バス／トイレ付き | w/ bath & toilet |
| 管理費 | maintenance fee | 手付け金 | down-payment |
| 期限 | limitation (of contract) | 大家さん | landlord/lady |
| 光熱水費 | utilities' expense | 雑費 | miscellaneous expenses |
| 料金 | fee | 庭付き | w/yard |
| 駐車場 | parking space | 一戸建て | independent structure |

SECTION 9. SELF TEST (For answers see Appendix 4)

I. 漢字+おくりがな
(ひらがな/カタカナ)

1. 東京から北_____まで _____で 何時_____かかりますか。
ほっかいどう ふね かん
2. わたしは _____年に この _____で 生まれました。 子どもの時は この _____は
19-- きんじょ まち
大 _____にぎやかで(lively, and) _____です。
へん たのしかった
3. _____を knifeで 切ります。
にく () ()
4. _____ () [Also write in hiragana.]
¥13,600
5. _____ () [Also write in hiragana.]
10:20 p.m.
6. お _____を はらいましたか。
かね

II. Following the example, add a word from the list to each of the key sentences.

電車 日本 高橋 駅 上 大学 そば うち アメリカ
六時半 地下てつ 私たち 八時間 六月

Example: わたしは 日本で このカメラを 買いました。

1. わたしは _____ きょ年 _____ 出ました。
2. わたしは _____ 駅から _____ タクシーに 乗りました。
3. わたしは _____ それを _____ テーブルに _____ おきました。
4. 新宿に _____ 行きましょう。
5. 新宿で _____ おりましょう。
6. ここから _____ そこまで _____ かかります。
7. わたしは _____ けさ _____ 起きました。

III. With the new list, add words to the following sentences as you did in II.

デパート 一日 二人 三十分 三枚 六本 四か月 千三百円
八分前 八時半 二週間 八月十五日 船 アパート 電車 二台

1. スミスさんは _____ 日本に _____ 来ました。
2. このへやに _____ 男の人が _____ います。
3. 今週 わたしは _____ 学校を _____ 休みました。
4. ここから _____ あそこまで _____ 行きます。
5. わたしは _____ えんぴつが _____ ほしいです。
6. 今 _____ 十時です。
7. 私は _____ これを _____ 新宿で _____ 買いました。
8. 私は _____ 日本に _____ います。

IV. Write a question to match the answer.

1. Q: _____

A: わたしは きょ年 九月に 大学に はいりました。

2. Q: _____

A: 二十分ぐらい かかります。

3. Q: _____

A: デパートで 千五百円で 買いました。

4. Q: _____

A: 新宿で おります。

V. Translate into Japanese.

Yamamoto works in a company in Tokyo. His house is in Mitaka. Every morning he gets up at 7:15. He has two cups of coffee and two pieces of toast for breakfast. He leaves home at 8:00. He usually goes to the station by bus. Sometimes he goes by car. His wife drives. From Mitaka he takes the train. He transfers trains at Shinjuku. He gets off the train at Shibuya Station. From there he walks to his office. It takes about five minutes.

LESSON 16

STUDY, PLEASE

PROBLEM: Verb inflections and verb auxiliaries are highly developed in Japanese.

OBJECTIVE: To introduce the *-te* form of the verb, in affirmative and negative constructions with auxiliaries *kudasaru* and *iru*.

SECTION 1. VOCABULARY

Drill

| | | |
|-----------------------------|-----------------------------|--|
| 下さい | ください | please (or please give me) |
| 乗りかえる (乗りかえない; 乗りかえた) | のりかえる (のりかえない; のりかえた) | <i>vi</i> transfers (from one vehicle to another) |
| おぼえる (おぼえない; おぼえた) | おぼえる (おぼえない; おぼえた) | <i>vt</i> commits to memory; retains in the memory (<i>BUT NOT</i> recalls to mind) |
| よつや 四谷 | よつや | Yotsuya (place name) |
| まつ (またない; まった) | まつ (またない; まった) | <i>vt</i> waits |
| もつ (もたない; もった) | もつ (もたない; もった) | <i>vt</i> holds |
| 立つ (立たない; 立った) | たつ (たたない; たった) | <i>vi</i> stands (up) |
| いっしょ(に) | いっしょ(に) | together (with) |
| おどる (おどらない; おどった) | おどる (おどらない; おどった) | <i>vi/vt</i> dances |
| もっと | もっと | more; much/still more |
| ねむる (ねむらない; ねむった) | ねむる (ねむらない; ねむった) | <i>vi</i> sleeps |

| | | |
|----------------------------|-----------------------------------|--|
| スカート | スカート | skirt |
| 言う (言わない; 言った) | いう (pronounced ゆう) (いわない; いった) | vt says |
| よろこぶ (よろこばない; よろこんだ) | よろこぶ (よろこばない; よろこんだ) | vi/vt is glad; is pleased; rejoices |
| いそぐ (いそがない; いそいだ) | いそぐ (いそがない; いそいだ) | vi hurries |
| 手がみ | てがみ | letter (epistle) |
| 起こす (起こさない; 起こした) | おこす (おこさない; おこした) | vt wakes (someone) |
| 説明する | せつめいする | vt explains |
| うた | うた | song |
| うたう (うたわない; うたった) | うたう (うたわない; うたった) | vt sings |
| 下さいませんか | くださいませんか | Won't you please (give me)? |
| オーバー | オーバー | overcoat |
| かす (かさない; かした) | かす (かさない; かした) | vt lends |
| のせる (のせない; のせた) | のせる (のせない; のせた) | vt places upon |
| なく (なかない; ないた) | なく (なかない; ないた) | vi cries; weeps |
| わらう (わらわない; わらった) | わらう (わらわない; わらった) | vi/vt laughs; smiles |
| 母 | はは | (one's own) mother |
| (～て)いる | (～て)いる | verb auxiliary: progressive |
| 父 | ちち | (one's own) father |

| | | |
|---------|----------|--------------------------------|
| 入る | はいる | <i>vi</i> enters; goes into |
| (入らない; | (はいらない; | |
| 入った) | ほいった) | |
| おふろに 入る | おふろに はいる | takes a bath; gets in the bath |
| さっき | さっき | a little while ago; just now |

Dialogue

| | | |
|------|------|---------------------------|
| そんなに | そんなに | to that extent; that much |
| うまい | うまい | <i>adj</i> (is) skillful |
| では | では | well then |

Reading

| | | |
|-------------|-------------|---|
| こうしゅう電話 | こうしゅうでんわ | public telephone |
| 電話をかける | でんわをかける | telephones; makes a phone call |
| ～方 | ～かた | way of doing (something) |
| 遠く | とおく | distant |
| 色 | いろ | color |
| 赤 | あか | red color |
| 青 | あお | blue (green) color |
| みどり | みどり | green |
| さいきん | さいきん | recently; in recent times |
| プッシュフォン | プッシュフォン | touchtone telephone |
| ～玉 | ～だま | <i>classifier</i> for coins |
| または | または | or |
| テレホンカード | テレホンカード | telephone card |
| ～のばあい | ～のばあい | in the case of -- |
| 用意する | よういする | <i>vt</i> prepares |
| 一回に | いっかいに | at one time |
| たとえば | たとえば | for example |
| 入れる | いれる | <i>vt</i> puts in; inserts |
| (入れない; 入れた) | (いれない; いれた) | |
| 番号 | ばんごう; ~ばんごう | number (e.g., <i>denwa bangō</i>) |
| おす | おす | <i>vt</i> pushes |
| (おさない; おした) | (おさない; おした) | |
| 電話に出る | でんわにでる | answers the telephone |
| ビーッ | ビーッ | beep! |
| なくなる | なくなる | <i>vi</i> runs out; plays out (<i>lit.</i> , becomes nonexistent) (e.g., money runs out) |
| (なくならない; | (なくならない; | |
| なくなった) | なくなった) | |

| | | |
|------------------|--|--|
| 話 | はな ^じ | (a) talk |
| すぐに | す ^じ ぐに | at once |
| ランプ | ラン ^プ | (a) light; lamp |
| ある | あ ^る | a certain (<i>deictic</i>) |
| ある時 | あ ^る とき | at certain times |
| ランプがつく | ラン ^プ が ^つ く | (the) lamp/light comes on |
| その時 | その ^と き | at that time |
| 販売機 | はん ^ば い ^き | vending machine |
| 機械 | き ^か い | machine |
| ～札 | ～さ ^つ | <i>classifier for paper money</i> |
| すると | する ^と | then |
| 百五回分 | ひゃくご ^{かい} ぶん | 105 times (calls) |
| 出て来る | で ^て くる | comes out (<i>verb phrase, cf. 22</i>) |
| きんきゅう | きん ^き ゅう | (an) emergency |
| 受話器 | じゅ ^わ き | telephone receiver |
| はずす | は ^ず す | (<i>vt</i>) takes off; removes |
| (はずさない; はずした) | (は ^ず さない; は ^ず した) | |
| つぎ(の/に) | つ ^ぎ (の/に) | next |
| ボタン | ボタ ^ン | (a) button |
| 電話機 | でん ^わ き | telephone (instrument) |
| 警察 | けい ^さ つ | police |
| 110番 | ひゃくじゅう ^お ばん | No. 110 |
| 消防署 | しょうぼう ^し ょ | fire department |
| 火事 | か ^じ | fire; conflagration |
| 救急車 | きゅうき ^う しゃ | ambulance |
| 正確に | せい ^か くに | accurately |
| まわす | ま ^わ す | <i>vt</i> dials; turns |
| (まわさない; まわした) | (ま ^わ さない; ま ^わ した) | |

SECTION 2. KANJI STUDY

| | | | | |
|------|---|---------|--------------------------------|--------------|
| 1864 | 立 | 立つ | <u>た</u> つ | た(つ) |
| 490 | 言 | 言う | <u>い</u> う | い(う) |
| 1065 | 説 | 説明 | <u>せ</u> つめい | セツ |
| 1760 | 明 | 説明 | せ <u>つめ</u> い | メイ |
| 81 | 遠 | 遠く | <u>と</u> お <u>く</u> | とお(い) |
| 939 | 色 | 金色 | きん <u>い</u> ろ | いろ |
| 383 | 玉 | 十円玉 | じゅうえん <u>だ</u> ま | たま |
| 1818 | 用 | 用意 | <u>よ</u> うい | ヨウ |
| 25 | 意 | 用意 | よ <u>う</u> い | イ |
| 148 | 回 | 一回 | い <u>っ</u> か <u>い</u> | カイ |
| 1441 | 入 | 入る, 入れる | <u>は</u> いる, <u>い</u> れる | はい(る), い(れる) |
| 1529 | 番 | 番号 | <u>ば</u> ん <u>ご</u> う | バン |
| 1646 | 別 | 別 | <u>べ</u> つ | ベツ |
| 1021 | 青 | 青電話 | <u>あ</u> お <u>で</u> ん <u>わ</u> | あお(い) |

New Readings

| | | | | | | | |
|------|----|------------|---------------------|------|----|----|-------------------------|
| 1633 | 母: | お母さん | お <u>か</u> あさん (11) | 387 | 金: | お金 | お <u>か</u> ね (15) |
| | 母 | <u>は</u> は | | | | 金色 | きん <u>い</u> ろ |
| 1584 | 父: | お父さん | お <u>と</u> うさん (11) | 1940 | 話: | 話す | <u>は</u> な <u>す</u> (8) |
| | 父 | <u>ち</u> ち | | | | 電話 | でん <u>わ</u> (13) |
| | | | | | | 話 | <u>は</u> な <u>し</u> |

SECTION 3. DRILL

Substitution:

1. 本を 見て 下さい。
Cues: a) 新宿で 乗りかえる
 b) このかんじを おぼえる
 c) ^{よっ*}四谷で おりる
 d) その本を 見せる

2. 四時まで まって 下さい。
Cues: a) これを もつ
 b) そこに 立つ
 c) パンを 切る
 d) いっしょに おどる

3. ここに すわって 下さい。
Cues: a) もっと のぼる
 b) 右に まがる
 c) よく ねむる
 d) ^{じゆう}新宿で 地下てつに 乗る

4. このスカートを あらって 下さい。
Cues: a) これを つかう
 b) 切手を 買う
 c) いっしょに 言う
 d) お金を はらう

5. この本を 読んで 下さい。
Cues: a) くすりを 飲む
 b) よろこぶ
 c) やすむ
 d) いすを はこぶ

6. 歩いて 下さい。

- Cues: a) 聞く
b) かく
c) 行く
d) いそぐ

7. 日本語で 話して 下さい。

- Cues: a) この手がみを 出す
b) 六時半に 起こす
c) このラジオを なおす

8. 三時に ここに 来て 下さい。

- Cues: a) 東京に 行く
b) 説明する
c) もっと べんきょうする
d) もっと 食べる

9. 日本のうたを うたって 下さいますか。

- Cues: a) 日本語を 教える
b) ドアを あける
c) オーバーを かす
d) つくえの上に 本を のせる

10. 食べないで 下さい。

- Cues: a) 見せる
b) 見る
c) 起きる
d) 教える

11. あまり いそがないで 下さい。

- Cues: a) なく

- b) ペンキを 塗る
- c) あそぶ
- d) 話す

12. あらわないで 下さい。

- Cues:
- a) つかう
 - b) うたう
 - c) わらう
 - d) 買う

13. 母は 今 せんたくして います。

- Cues:
- a) 父 働く
 - b) 赤ちゃん なく
 - c) おとうと ペンキを 塗る
 - d) いもうと はしる

14. あには 新聞を 読んで います。

- Cues:
- a) あね おふろに 入る
 - b) 子ども 外で あそぶ
 - c) いぬ 水を 飲む
 - d) ねこ ごはんを 食べる

Question-Answer:

15. Q: あなたは きょう 九時に 何を して いましたか。

A: (私は) 食事を して いました。

- Cues:
- a) テレビを 見る
 - b) 手がみを かく
 - c) おさを あらう

16. Q: あなたは さっき 本を 読んで いましたか。

A: いいえ、(私は) 本を 読んで いませんでした。

- Cues: a) 電話する
b) べんきょうする
c) 外を 歩く

English Equivalents

NOTE: In most of the examples in Drills 1-12, the English equivalents could be given without the word "please."

1. Look at (the) book, please.
 - a) Change at Shinjuku, please.
 - b) Learn/memorize this/these kanji, please.
 - c) Get off at Yotsuya, please.
 - d) Show (me) that book, please.
2. Wait until four o'clock, please.
 - a) Hold this, please.
 - b) Stand there, please.
 - c) Cut the bread, please.
 - d) Dance with (me), please.
3. Sit here, please.
 - a) Go up a little higher, please (*lit.*, Go up more, please).
 - b) Turn right, please.
 - c) Sleep well, please.
 - d) Board the subway at Shinjuku, please.
4. Wash this skirt, please.
 - a) Use this, please.
 - b) Buy (a) stamp, please.
 - c) Say (it) together, please.
 - d) Pay (the) money, please.
5. Read this book, please.
 - a) Take (*lit.*, drink) (your) medicine, please.
 - b) Be happy! / Be joyous, please.
 - c) Rest, please.
 - d) Carry (the) chair, please.
6. Please walk.
 - a) Please listen.
 - b) Please write.
 - c) Please go.
 - d) Please hurry.
7. Speak (*lit.*, talk) in Japanese, please.
 - a) Mail this letter, please.
 - b) Wake (me) at six thirty, please.
 - c) Repair this radio, please.

8. Come here at three o'clock, please.
 - a) Go to Tokyo, please.
 - b) Explain, please.
 - c) Study more, please.
 - d) Eat more, please.
9. Won't (you) sing (a) Japanese song, please?
 - a) Won't you teach (me) Japanese, please?
 - b) Won't you open (the) door, please?
 - c) Won't you lend (me) (an) overcoat, please?
 - d) Won't you put (the) book on the desk, please?
10. Please don't eat.
 - a) Please don't show (it).
 - b) Please don't look.
 - c) Please don't get up.
 - d) Please don't teach (it).
11. Please don't hurry so (much). / Don't hurry too much.
 - a) Please don't cry so. / Don't cry too much.
 - b) Please don't study so. / Don't study too much.
 - c) Please don't play so. / Don't play too much.
 - d) Please don't talk so much. / Don't talk too much.
12. Please don't wash (it).
 - a) Please don't use (it).
 - b) Please don't sing.
 - c) Please don't laugh.
 - d) Please don't buy (it).
13. Mother is doing the washing now.
 - a) Father is working now.
 - b) The baby is crying now.
 - c) My younger brother is studying now.
 - d) My younger sister is running now.
14. My older brother is reading the newspaper.
 - a) My older sister is taking a bath. / My older sister is in the bath.
 - b) The/my child is playing outside.
 - c) The dog is drinking water.
 - d) The cat is eating (food/rice).
15. Q: What were you doing yesterday at nine?
A: (I) was eating.
 - a) (I) was watching television.
 - b) (I) was writing a letter.
 - c) (I) was washing dishes.
16. Q: Were you reading a book just now (or just a moment ago)?
A: No, (I) wasn't reading a book.
 - a) Were you telephoning just now?
 - b) Were you studying just now?
 - c) Were you walking outside just now?

SECTION 4. GRAMMAR

16.1. VERBAL AUXILIARIES. With this lesson we begin the study of verbal auxiliaries. In addition to a relatively generous repertory of verb inflections, Japanese employs several auxiliary verbs in combination with a main verb (some-what paralleling English auxiliary-main-verb constructions, e.g., *will go*, though in reverse order).

Two auxiliaries, *kudasáru* and *iru*, are introduced here. Step by step the student will be introduced to ten verbal auxiliaries which combine with the gerund inflection (called the *-te* form) to produce various moods and aspects of the predicate. Some of these auxiliaries have alternate forms which will be introduced in later lessons. Note that these are verbal auxiliaries, and hence, do not occur in adjectival and copular predicates.

VERBAL AUXILIARIES

| | | | |
|------------------------|--|-------------------|----------------------|
| (1) <i>kudasáru</i> | (for me; to me) | (6) <i>oku</i> | (preparatory) |
| <i>kudasaimasēn ka</i> | won't you please | (7) <i>shimau</i> | (completive) |
| <i>kudasái</i> | (imperative) please | (8) <i>míru</i> | tries to |
| | (give me) | (9) <i>kúru</i> | becomes; comes to be |
| (2) <i>iru</i> | (progressive; stative) | | |
| (3) <i>áru</i> | (stative) | | |
| (4) <i>morau</i> | receives | (10) <i>iku</i> | becomes; gets to be |
| (5) <i>ageru</i> | gives [Caution: Special care must be taken in the auxiliary use of <i>ageru</i> .] | | |

It is very important for the student to master these forms if he wishes to gain control of verb forms in Japanese. However, the list as given above will probably appear quite baffling at this point. Verbal auxiliaries will be presented step by step over the next seven lessons (through Lesson 22).

The function which all of the verbal auxiliaries have in common is "augmentation, extension, or modification of the meaning of the main verb." They always occur after the main verb, though it is possible for more than one to occur in combination. As many as three auxiliaries occurring together in the same verb phrase is not uncommon.

16.1.1. THE *-te* FORM. The special inflection with which these ten auxiliaries combine is referred to sometimes as the *-te* form, because the verb form ends in either *-te* or *-de* depending on the nature of the verb root. In this text we have called this form the gerund inflection. All verbs take the gerund inflection. (See 5.1.2. for an explanation of verb roots.)

Up to this point the student has been taught to use inflections only with the polite (*-masu*) form. Most verb inflections, however, attach directly to the verb root, as does the gerund (*-te*) inflection.

For Vowel Verbs (i.e., when the root ends in a vowel) the process of forming the gerund inflection is simple; i.e., add *-te* directly to the root. With Consonant Verbs, however, certain modifications (called "assimilations") of sounds occur. Thus:

| | <i>Indicative</i> | | <i>Gerund</i> |
|--------|-------------------|---------|---------------|
| V-Verb | tabéru | eats | tábete |
| C-Verb | nómu | drinks | nōnde |
| C-Verb | kau | buys | katte |
| C-Verb | kiku | hears | kiite |
| C-Verb | isógu | hurries | isóide |

The process of assimilation of sounds which operates, for example, in the forming of *nōnde* from *nómu + te* is as follows: (1) the *t* of *-te* becomes *d* through the influence of the voiced nasal *m* of the root *nom-*; and (2) the final *m* of the verb root becomes *n* through the influence of the dental point of articulation of the *t* of the suffix *-te*. A complete list of the types of assimilation is given on pages 320 and 321 for reference. Notice that the alternate form *-de* is used with Consonant Verbs whose stem (or root) ends in *g*, *b*, *m*, or *n*.

For verbs which have appeared in the vocabulary lists in these lessons, the Plain Past form can be used as a model to construct the *-te* form:

| <i>Indicative</i> | <i>Plain Past</i> | <i>Gerund (-te form)</i> |
|----------------------|-------------------|--------------------------|
| míru <i>sees</i> | míta | míte |
| akeru <i>opens</i> | aketa | akete |
| kíru <i>cuts</i> | kítta | kítte |
| káeru <i>returns</i> | káetta | káette |
| kiku <i>hears</i> | kiita | kiite |

The student can best learn to produce these forms by analogy, that is, by comparison of a new verb with verbs which he has already learned. For this reason, verbs representing each type are selected for inclusion in the drills of these lessons.

16.1.2. THE NEGATIVE *-te* FORM. Though the negative *-te* form has been analyzed in other ways, it seems adequate (and simpler) to treat it as the negative form of the gerund. The construction is as follows:

NEGATIVE *-te* FORM

| <i>Plain Negative</i> | <i>Negative -te Form</i> |
|-----------------------|-------------------------------------|
| tabénai + de | tabénaide <i>not eating</i> |
| isogánai + de | isogánaide <i>not hurrying</i> |
| nakanai + de | nakanáide <i>not crying</i> |
| hanasánai + de | hanasánaide <i>not speaking</i> |
| iwanai + de | iwanáide <i>not saying</i> |
| asobanai + de | asobanáide <i>not playing</i> |
| beñkyō-shinai + de | beñkyō-shináide <i>not studying</i> |

The plain negative form is given in the vocabulary lists through this lesson. To form the plain negative from the indicative (or "dictionary form"), add *-nai* to the stem of Vowel Verbs, and *-anai* to the stem of Consonant Verbs. (But note that the stem for verbs like *kau* *buys* ends in *w*; e.g., *kau* *buys*; *kawanai* *doesn't buy*.)

16.2. USE OF AUXILIARIES WITH MAIN VERBS IN -te FORM. The drills of this lesson are designed to show how the auxiliaries *kudasáru gives* and *iru is* are combined with a main verb which is in the gerund (-te) inflection. Thus, a main verb + auxiliary makes a verb phrase. Compare the English equivalents of the following: *Hón o mite kudasái. Please look at (your) books. Hón o mīnaide kudasái. (Please) don't look at (your) books. Háha wa ima seŋtaku-shite imásu. Mother is doing the washing now.*

16.2.1. THE AUXILIARY *kudasáru*. The auxiliary verb *kudasáru gives (me)* is introduced in this lesson in two forms: (1) Negative: *kudasaimasēn*; and (2) Imperative: *kudasái*. Since the imperative inflection is not to be presented until much later in these lessons (see Lesson 39), it is well for the student simply to remember that the form -te *kudasái* is used to express a polite request or demand. In the English equivalent, *kudasái* is translated "please," but literally it means "give me." The negative question *kudasaimasēn ka* makes the request even more polite:

Polite Request

Dóa o akete kudasái.

Open the door, please.

Very Polite Request

Dóa o akete kudasaimasēn ka?

Won't you open the door, please?

Kudasáru is also used as an independent verb to mean "give," or more specifically "give me." To say "give you (or someone else)" the verb *ageru* is used: *Sono hón o kudasái. Give me that book, please. Kono hón o agemásu. I'll give you this book.* *Kudasáru* can be used to mean "give" to persons who are intimately associated with oneself; e.g., one's wife, child, or close friend: *Señsē wa kodomo ni kono hón o kudasaimáshita. The teacher gave my child this book.* The problem of "level" and "direction" of giving in Japanese is taken up in more detail in Lesson 21 (see 21.1.).

16.2.2. THE AUXILIARY *iru*. As a "stative" auxiliary, the verb *iru is (here)* has a complex range of meanings. In the present lesson, however, the illustrations of the uses of *iru* as a verb auxiliary are limited to contexts in which it is equivalent to English progressive tense:

Affirmative

Íma góhañ o tábete imásu.

I'm eating now.

Jūnīji ni wa góhañ o tábete imáshita.

I was eating at twelve o'clock.

Negative

Góhañ o tábete imasēn.

(He)'s not eating.

Góhañ o tábete imasēn deshita.

(He) wasn't eating.

A small number of verbs, such as *shiru knows* and *oboéru remembers*, when used with the auxiliary *iru* are not to be interpreted as "progressive" in meaning: *Watashi wa shitte imásu. I know. Obóete imasēn. (I) don't remember. Wasurete imásu. He's forgotten.* CAUTION: The negative of *shitte imásu (I) know* is not **shitte imasēn*, but *shirimasēn (I) don't know*.

16.3. THE NOMINALIZING SUFFIX -kata. The suffix -kata *way of doing (something)* may be added to the infinitive form (i.e., the form of the verb stem which precedes the -masu in polite form) to make nouns from verbs:

Indicative

káku writes

kau buys

kakéru dials

Infinitive

kaki

kai

kake

-kata

kakikáta way of writing

kaikata way of buying

kakekáta way of dialing

VERB STEMS AND THE -te FORM INFLECTION

| | Dictionary Form | Indicative; Negative | Stem (Root) | Stem end | Alternate before -te | Gerund | Examples |
|-----------|-----------------|-------------------------|----------------|-------------|-------------------------|------------|---|
| VOWEL | 食べる | tabé·ru tabé·nai | tabe- | e | | tábe·te | miséru <i>shows</i> hajimeru <i>begins</i> oshieru <i>teaches</i> |
| VERBS | 見る | mí·ru mí·nai | mí- | i | | mí·te | okíru <i>gets up</i> kíru <i>wears</i> |
| CONSONANT | 立つ | táts·u tat·á·nai | tat- | t | | tát·te | mátsu <i>waits</i> mótsu <i>holds</i> |
| VERBS | なる | nár·u nar·á·nai | nar- | r | t | nát·te | suwaru <i>sits</i> noru <i>rides on</i> kíru <i>cuts</i> káeru <i>returns</i> magaru <i>turns</i> |
| | 買う | ka·u kaw·á·nai | kaw- | w | | kat·te | warau <i>laughs</i> tsukau <i>uses</i> iu (yū) <i>says</i> haráu <i>pays</i> utau <i>sings</i> |
| | 話す | hanás·u hanas·á·nai | hanas- | s | shi | hanáshi·te | osu <i>pushes</i> naosu <i>repairs</i> dásu <i>sends out</i> |
| | 書く | kák·u kak·á·nai | kak- | k | i | kái·te | arúku <i>walks</i> hataraku <i>works</i> aku <i>opens</i> kiku <i>hears; listens</i> tsúku <i>arrives</i> |
| | およぐ | oyóg·u oyog·á·nai | oyog- | g | | oyói·de | isógu <i>hurries</i> |

VERB STEMS AND THE -te FORM INFLECTION (continued)

| | Dictionary Form | Indicative; Negative | Stem (Root) | Stem end | Alternate before -te | Gerund | Examples |
|-------------|-----------------|-------------------------|----------------|-------------|-------------------------|---------|----------------------------|
| CONSONANT | あそぶ | asob·u | asob- | b | { n } | asoñ·de | tobu <i>flies</i> |
| VERBS | | asob·anai | | | | | yorokôbu <i>is pleased</i> |
| (continued) | 読む | yom·u | yom- | m | | yôn·de | hakobu <i>carries</i> |
| | | yom·ánai | | | | | nômu <i>drinks</i> |
| | | | | | | | yasûmu <i>rests</i> |
| | | | | | | | sûmu <i>lives</i> |
| | | | | | | | kômu <i>is crowded</i> |
| | 死ぬ | shin·u | shin- | n | | shiñ·de | |
| | | shin·anai | | | | | |
| IRREGULAR | する | su·ru | shi- | i | | shi·te | |
| | | shi·nai | | | | | |
| VERBS | 来る | kú·ru | ki- | i | | ki·té | |
| | | kô·nai | | | | | |
| | 行く | ik·u | ik- | k | t | it·te | |
| | | ik·anai | | | | | |

| | | | | |
|--------|------|------|----------|---------------|
| suru | does | shi | shikata | way of doing |
| tabéru | eats | tabe | tabekáta | way of eating |

16.4. SUMMARY OF VERB INFLECTIONS INTRODUCED THUS FAR. The verb form, as the student no doubt is aware by this time, is very complex. Though all verb inflections have not yet been introduced, the following is a summary of the inflections learned thus far:

VERB INFLECTIONS

| | <i>Indicative</i> | <i>Past</i> | <i>Negative</i> | <i>Gerund</i> | <i>Infinitive</i> | <i>Negative -te form</i> |
|---------|-------------------|--------------|-----------------|----------------------|-------------------|------------------------------|
| Plain | | | | | | |
| V-Verb: | tabéru | tábeta | tabénai | tabete | tabe | tabénaide |
| C-Verb: | arúku | arúita | arukánai | arúite | aruki | arukánaide |
| Polite | | | | <i>Negative Past</i> | | <i>Presumptive</i> |
| V-Verb: | tabemásu | tabemáshita | tabemasén | tabemasén | deshita | tabemashó |
| C-Verb: | arukimásu | arukimáshita | arukimasén | arukimasén | deshita | arukimashó |

SECTION 5. DIALOGUE

林 : もしもし。 田中さんですか。

田中 : はい、 そうです。

林 : わたしは 林です。

田中 : ああ、 林さんですか。 元気ですか。

林 : ええ、 おかげさまで。 ところで、 田中さん、 フランス語の本を
かして 下さいませんか。

田中 : ええ、 いいですよ。

林 : わたしは フランス語を べんきょうして います。

田中 : そうですか。

林 : あなたは フランス語が 上手ですね。

田中 : いいえ、 そんなに うまく ありませんよ。

林 : わたしに 教えて 下さいませんか。

田中 : そうですねえ。 それでは、 あした 十時に うちに 来て 下さい。

林 : ありがとうございます。 では、 行きます。



English Equivalents

Hayashi: Hello. Is this Mr. Tanaka?

Tanaka: Yes, it is.

Hayashi: This is Hayashi (*lit.*, I am Hayashi).

Tanaka: Mr. Hayashi? How are you (*lit.*, Are you well)?

Hayashi: I'm fine, thank you. By the way, Mr. Tanaka, would you lend me your French book (*lit.*, Won't you lend [me] [your] French book)?

Tanaka: Yes, I'll be glad to (*lit.*, Yes, it's all right).

Hayashi: I'm studying French.

Tanaka: Is that so?

Hayashi: You're good at French, aren't you.

Tanaka: I'm not so good (*lit.*, Not good to that extent).

Hayashi: Would you teach me?

Tanaka: Well . . . (indicating one is thinking about it). Then, would you please come to my house tomorrow at ten?

Hayashi: Thank you. Then I will (go).

SECTION 6. READING

こうしゅう電話のかけ方

- 1 私はよく、遠くの友達に 電話を かけます。 その時、近くの駅のこうしゅう電話をつかいます。 その電話のかけ方を 説明しましょう。

こうしゅう電話には いろいろな色が あります。（赤、青、みどりなどが あります。）

- 5 さいさんは プッシュフォン電話が 出来ました。 この電話には 十円玉や百円玉、または、テレフォンカードを つかいます。

百円玉のばあいには、おつりは 出ません。 十円玉を たくさん 用意して下さい。 一回に 六枚まで 入ります。 たとえば、あなたは 五枚 入れます。 それから、友達の電話番号をおして下さい。 友達が 電話に 出ます。 話して下さい。・・・

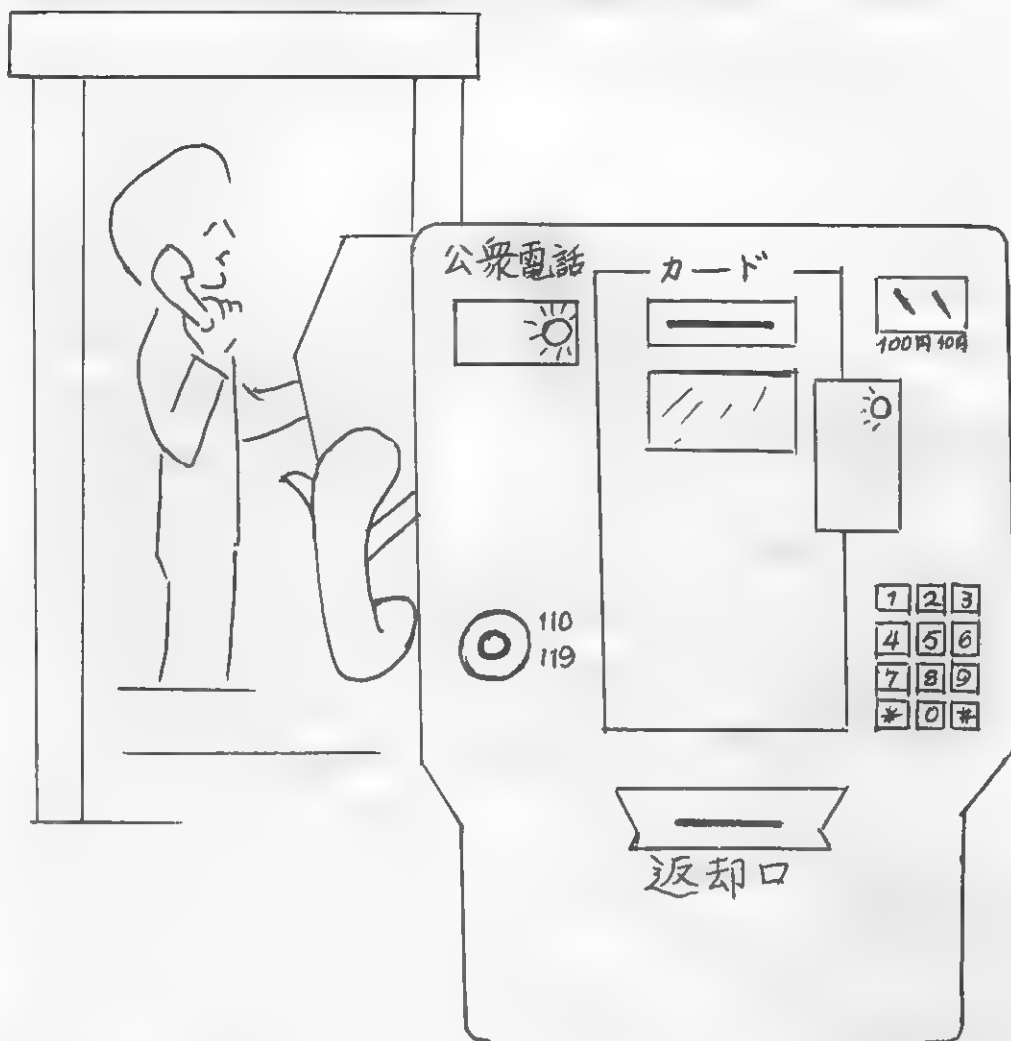
- 10・・・「ピーッ、ピーッ」 お金が なくなりました。 でも、あなたの話は まだ おわりません。 それでは、すぐに また 十円玉を 入れて下さい。

こうしゅう電話に 赤いランプが あります。 ある時、そのランプは ついていません。 その時、十円玉を つかわないで下さい。 テレフォンカードが いります。

- よく、こうしゅう電話のそばに テレフォンカードの 販売機が あります。 その機
15 械に 千円札を 入れて下さい。 すると、百五回分のテレフォンカードが 出て来ます。

きんきゅうのばあいには、お金もテレフォンカードも いりません。 受話器を はずして下さい。 つぎに、赤いボタンを おして下さい。 そのボタンは 電話機の左の下の方に あります。

- 警察は 110番、そして消防署（火事と救急車）は 119番です。 番号は 正確
20 に まわして下さい。



SECTION 7. EXERCISES

Give the -te form of the following verbs and add kudasai:

1. きる
2. 切る
3. 来る
4. 行く
5. 言う
6. おりる

7. 聞く
8. いそぐ
9. する
10. 話す
11. とおる
12. もつ

13. 作る
14. 読む
15. 動く
16. はらう
17. おぼえる
18. 出る

Give the Negative -te form and add 下さい :

- | | | |
|---------|----------|---------|
| 19. 切る | 25. 乗る | 31. およぐ |
| 20. 来る | 26. 出す | 32. 買う |
| 21. 行く | 27. 運動する | 33. 見る |
| 22. きる | 28. いそぐ | 34. あらう |
| 23. 起きる | 29. やすむ | 35. 食べる |
| 24. まつ | 30. かく | 36. わらう |

Answer in Japanese:

37. あなたは 今 何を して いますか。
38. あなたは けさ 七時に 何を して いましたか。
39. あなたは きのうのよる 八時半に 何を して いましたか。
40. あなたは きのうのごと 三時に 何を して いましたか。

Express in Japanese:

41. Put in three 10-yen coins, please.
42. Push this button, please.
43. Please (be) wait(ing) for me there.
44. Please don't swim here.
45. I am writing a letter to my mother now.
46. Please show me these ties.
47. Turn left at that street, please.
48. Would you please teach me Japanese using this book (by means of this book)?
49. Last night my husband was fixing the T.V. set.
50. Sit down, please.

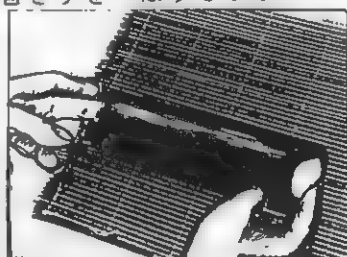
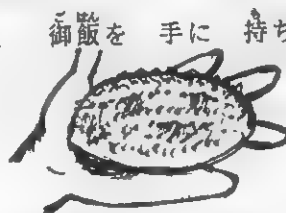
Add accent marks to all the above.

SECTION 8. VOCABULARY ENRICHMENT

かっぱ巻きの作り方

How to Make Kappamaki Cucumber Sushi

1. のりを 切って下さい。
2. きゅうりを たてに 切して下さい。
3. それぞれのきゅうりを もう一度 たてに 切して下さい。
4. のりを 巻きすに 置いて下さい。
5. 手を 濡らして下さい。
6. 御飯を 手に 持して下さい。
7. 80グラムの御飯を フットボール型に して下さい。
8. 御飯を のりの上に 置いて下さい。
9. それから ごはんを のばして下さい。
10. わさびときゅうりを 御飯のまん中に 置いて下さい。
11. 巻きすで すしを 巻いて下さい。
12. すしの形を 作って下さい。
13. 巻きすを はずして下さい。
14. すしを ナイフで 切って下さい。
15. すしを おさらにならべて下さい。
16. さあ、食べましょう。おいしいですよ。



Nouns

| | |
|-------|---------------|
| のり | seaweed |
| きゅうり | cucumber |
| 巻きす | roller |
| わさび | horseradish |
| おさら | dish |
| つくりかた | way of making |

Verbs

| | |
|------|-----------|
| 置く | places |
| 濡らす | wets |
| ならべる | lines up |
| のばす | spreads |
| 巻く | rolls |
| はずす | takes off |

Others

| | |
|---------|----------------|
| 型 | form |
| フットボール型 | football shape |
| たてに | vertically |
| まん中に | in the middle |
| 形 | shape |
| それぞれ | each one |

SECTION 9. SELF TEST (For answers see Appendix 4)

I. 漢字+おくりがな (ひらがな/カタカナ) Give English equivalents on the line.

A: _____に電話を かけたいです。(I want to telephone my mother.)
はは ()

B: お _____さんは _____に すんでいますか。(Does your mother live far away?)
かあ とおく

A: 横浜です。 _____
よこはま

B: では、かけ方を _____しましょう。 _____
() せつめい

この _____電話を つかいましょう。 _____
あお

十円 _____を たくさん _____して下さい。 _____
だま ようい

_____号は わかりますか。 _____
ばん

A: これです。 _____

B: お金を _____下さい。 _____
() いれて

.....

A: _____が _____でました。 _____
ちち

B: お _____さんは 何を _____か。 _____
どう いいました

II. Complete the chart.

| | | |
|------------|--------|-----------|
| まつ (waits) | まっています | |
| あるく () | | あるかないで下さい |
| いそぐ () | | |
| よむ () | | |
| おきる () | | |
| のぼる () | | |
| する (does) | | |
| いく (goes) | | |
| くる (comes) | | |

III. On the line, write a sentence to match the answer.

1. A: _____

B: 今、テレビを 見えています。

2. A: _____

B: 父はきのう

8時に 食事を していました。

3. A: _____

B: 日本語の学校で べんきょうして
います。

4. A: _____

B: ドアは あいています。

LESSON 17

HOME WITH A COLD WITH THE CHILDREN

PROBLEM: The Means Element has another meaning equivalent to English "for the reason that."

OBJECTIVE: (1) To present another usage of the Means Element.
(2) To present the Accompaniment Element.

SECTION 1. VOCABULARY

Drill

| | | |
|-----------------------|-------|---------------------------------------|
| で | で | <i>particle, Reason marker</i> |
| 仕事 | しごと | work |
| さくら | さくら | cherry tree; cherry blossom |
| きり | きり | fog |
| パリ | パリ | Paris |
| かぜ | かぜ | (a) common cold |
| 自動車 | じどうしゃ | automobile |
| 事故 | じこ | accident |
| みんな | みんな° | all; everybody |
| 全部 | ぜんぶ | all |
| と | と | <i>particle, Accompaniment marker</i> |
| <small>さん</small> 散歩 | さんぽ | (a) walk; stroll |
| <small>ふじ</small> 富士山 | ふじさん | Mt. Fuji |

Dialogue

| | | |
|-------|------|-----------------------------------|
| さびしい | さびしい | <i>adj (is) lonely</i> |
| 飛行機 | ひこうき | plane; airplane |
| 見える * | みえる | <i>vi is visible; can be seen</i> |
| 飛ぶ | とぶ | <i>vi flies</i> |

*From this lesson, the plain negative and past forms of verbs will no longer be given in the vocabulary.

| | | |
|------------------------|-------------|--|
| ゆき | ゆき | snow |
| Reading | | |
| 国立劇場 ^{げき} | こくりつげきじょう | National Theater |
| 個人 ^と | こじん | private; individual |
| タクシー会社 | タクシーがいしゃ | taxi company |
| 会社 | かいしゃ; ~がいしゃ | company |
| 運転手 ^{てん} | うんでんしゅ | driver |
| 親切 ^{しん} (な/に) | しんせつ (な/に) | kind (-ly) |
| 今日 ^{きょう} * | きょう | today |
| 時速 ^{そく} | じそく; じそく | speed; mph; kph |
| ~キロ | ~キロ | kilometer(s) |
| 走る | はしる | <i>vi</i> runs |
| ひどい | ひどい | <i>adj</i> (is) severe; extreme; violent |
| けが人 | けがにん | (a) casualty; injured person |
| 死ぬ | しぬ | <i>vi</i> dies |
| わたす | わたす | <i>vt</i> gives; hands over |
| 劇 ^げ | げき | (a) play (drama) |
| 散歩 ^{さん} する | さんぽする | <i>vi</i> takes a walk; strolls |
| 今度 | こんど | this time |

SECTION 2. KANJI STUDY

| | | | | |
|------|---|-----|-------|----|
| 685 | 仕 | 仕事 | しごと | シ |
| 730 | 自 | 自動車 | じどうしゃ | ジ |
| 1094 | 全 | 全部 | ぜんぶ | ゼン |
| 1605 | 部 | 全部 | ぜんぶ | ブ |

*Cf. Lesson 10. p. 207, footnote.

| | | | | |
|------|---|--------|-----------|-------|
| 1542 | 飛 | 飛行機 | ひこうき | ヒ |
| | | 飛ぶ | とぶ | と(ぶ) |
| 930 | 場 | 国立劇場 | こくりつげきじょう | ジョウ |
| 150 | 会 | タクシー会社 | タクシーがいしゃ | カイ |
| | | 会社 | かいしゃ | カイ |
| 757 | 社 | 会社 | かいしゃ | シャ |
| 1116 | 走 | 走る | はしる | はし(る) |
| 692 | 死 | 死ぬ | しぬ | し(ぬ) |
| 1366 | 度 | 今度 | こんど | ド |

New Readings

| | | | | | | | |
|------|----|------|-----------|------|----|-----|----------|
| 733 | 事: | 食事 | しょくじ (11) | 779 | 手: | 手 | て (8) |
| | | 事 | こと (15) | | | 上手 | じょうず (8) |
| | | 仕事 | しごと | | | 運転手 | うんてんしゅ |
| 1657 | 歩: | 歩く | あるく (12) | 1056 | 切: | 切る | きる (13) |
| | | さんぽ | さんぽ | | | 切手 | きって (14) |
| 667 | 山: | 山本 | やまもと (2) | | | 親切 | しんせつ |
| | | 富士山 | ふじさん | | | | |
| 1864 | 立: | 立つ | たつ (16) | | | | |
| | | 国立劇場 | こくりつげきじょう | | | | |

SECTION 3. DRILL

Substitution:

1. 私は 毎日 べんきょうで いそがしいです。

Cues: a) 仕事
b) せんたく
c) 買物
d) りょうり

2. 日本は さくらで ゆうめいです。

Cues: a) ロンドン きり
b) フランス パリ
c) ドイツ ビール
d) 中国 りょうり

3. 林さんは かぜで 学校をやすんで います。

Cues: a) 仕事
b) 病気
c) 自動車事故
d) 子どもの病気

4. 一人で 銀座^{ぎんざ}に行きました。

Cues: a) 二人
b) 三人
c) 四人
d) みんな

Question-Answer:

5. Q: 学生は 全部で 何人ですか。

A: 十二人です。

Cues: a) いす / 十

- b) コーラ / 六本
- c) お茶 / 三ばい
- d) 車 / 五台
- e) 切手 / 七枚

Substitution:

6. 私は 田中さんと 東京に行きました。

Cues: a) ^{さとう}佐藤さん

- b) 子ども
- c) ホワイトさん
- d) かない

7. ホワイトさんは 高橋さんと 買物に行きました。

Cues: a) 子ども ドライブ

b) いぬ ^{さん}散歩

c) おくさん 食事

d) 中村さん えいが

8. ジョンソンさんは クラークさんと いっしょに 帰りました。

Cues: a) 山本さん 出かける

b) 子ども あそぶ

c) 木村さん テレビを見る

d) ^{さとう}佐藤さん デパートに行く

Question-Answer:

9. Q: あなたは だれと 九州に行きましたか。

A: かないと 行きました。

Cues: a) そこにいる / 山本さん

b) うたう / 子ども

c) 来る / 木村さん

d) ^{ふじ}富士山にのぼる / クラークさん

English Equivalents

1. I'm busy studying every day. / I'm busy every day with studying.
 - a) I'm busy working every day.
 - b) I'm busy (with) washing every day.
 - c) I'm busy (with) shopping every day.
 - d) I'm busy cooking every day.
2. Japan is famous/known for (its) cherry blossoms.
 - a) London is famous for (its) fog.
 - b) France is famous because of Paris.
 - c) Germany is famous for (its) beer.
 - d) China is famous for (its) cooking/cuisine.
3. Miss/Mrs./Mr. Hayashi is staying (home) from school with a cold.
 - a) Miss Hayashi is staying home from school because of work.
 - b) Miss Hayashi is staying home from school because of sickness.
 - c) Miss Hayashi is out of school because of (an) automobile accident.
 - d) Mrs. Hayashi is out of school because of (her) child's sickness.
4. I went to (the) Ginza alone (*lit.*, Being one person [I/he/etc.] went to [the] Ginza).
 - a) The two of us went to (the) Ginza. / The two of them went to (the) Ginza.
 - b) We three went to (the) Ginza. / They all three went to (the) Ginza.
 - c) The four of us went to (the) Ginza. / All four of them went to (the) Ginza.
 - d) Everybody went to (the) Ginza. / All of them went to (the) Ginza. / We went to (the) Ginza together.
5. Q: How many students are there in all? / How many students are there altogether?
A: Twelve persons.
 - a) Q: How many chairs are there altogether?
A: Ten (chairs).
 - b) Q: How many colas are there altogether?
A: Six (colas).
 - c) Q: How many cups of (Japanese) tea are there altogether?
A: Three cups (of tea).
 - d) Q: How many cars are there altogether?
A: Five (cars).
 - e) Q: How many stamps are there altogether?
A: Seven (stamps).
6. I went to Tokyo with Mr./Mrs./Miss Tanaka.
 - a) I went to Tokyo with Mr./Mrs./Miss Sato.
 - b) I went to Tokyo with (the) child(ren).
 - c) I went to Tokyo with Mr./Mrs./Miss White.
 - d) I went to Tokyo with my wife.
7. Mr./Mrs./Miss White went shopping with Mr./Mrs./Miss Takahashi.
 - a) Mr. White went for a drive with (the) child(ren).
 - b) Mr. White went for a walk with (the) dog.
 - c) Mr. White went (out) to eat with his wife.
 - d) Mr. White went to (the) movie with Mr. Nakamura.

8. Mr./Mrs./Miss Johnson returned with (or together with) Mr./Mrs./Miss Clark.
- a) Mr. Johnson set out with Mr. Yamamoto.
 - b) Mr. Johnson played with (the) child(ren).
 - c) Mr. Johnson watched television with Mr. Kimura.
 - d) Mr. Johnson went to the department store with Mr. Sato.
9. Q: With whom did you go to Kyushu?
A: I went with my wife.
- a) Q: Whom were you with (there)?
A: I was with Mr. Yamamoto.
 - b) Q: With whom did you sing?
A: I sang with (the) child(ren).
 - c) Q: With whom did you come?
A: I came with Mr. Kimura.
 - d) Q: With whom did you climb Mt. Fuji?
A: I climbed with Mr. Clark.

SECTION 4. GRAMMAR

17.1. THE MEANS ELEMENT (2) (see also 13.1). It is interesting to observe that elements which translate in English as "with," "reason for," or "the reason that" fit into the Means slot in Japanese: *Watashi wa beñkyō de isogashii desu. I'm busy studying. / Because of study, I'm busy. Kaze de gakkō o yasumimashita. (I) stayed home from school with a cold. / Because of a cold, (I) rested (from) school.* By extension, the Means element is used to cover other areas of meaning not so obviously related to "means" for the native speaker of English. Three other such usages are illustrated by the following: *Nihōn wa sakura de yūmē desu. Japan is famous for cherry blossoms. Hitōri de ikimashita. (I) went alone. Bāsu de nānpuñ kakarimāsu ka? How long does it take by bus?*

17.2. THE ACCOMPANIMENT ELEMENT. The Accompaniment (or "companion") element has the slot meaning "accompaniment with something or somebody." This element is always marked by the accompaniment marker *to* or by the accompaniment adverbial expression *to issho ni together with*. Fillers for this slot include interrogatives (*dāre to with whom*), nouns (*kānai to with my wife*), or noun phrases (*kānai to kodomo to with my wife and children*). Examples found in the drills of this lesson are: *Watashi wa Tanaka-saṅ to Tōkyō ni dekakemashita. I set out for Tokyo with Mr. Tanaka. Jōnsoṅ-saṅ wa Kurāku-saṅ to issho ni kaerimashita. Mr. Johnson returned with Mr. Clark.*

Another point of interest when comparing Japanese and English is that certain case categories are not equivalent in the surface structures of the two languages. For example, in English we would say "Mr. So-and-so married that person," in which construction "that person" is the object of the verb. This "object" becomes "accompaniment" in Japanese: *Tanaka-saṅ wa sonō hito to kekkōn-shimashita. Mr. Tanaka married that person.*

17.3. "HE WENT SHOPPING." Drill 7 of this lesson includes a pattern which appears to contain the location element but actually does not: *Kaimono ni ikimáshita*. (She) went shopping. "Shopping" is not the *location* of the action but the *purpose*. The proper equivalent would be "(She) went for the purpose of shopping." Likewise, *Eiga ni ikimáshita*, (He) went to see a movie, includes the meaning of purpose. The significance of this pattern will be grasped more readily when the Verb Phrase of Purpose is introduced (see Lesson 26).



SECTION 5. DIALOGUE

中 村： トマスさんは だれと 日本に 来ましたか。

トマス： 友達と 来ました。

中 村： 何人で 来ましたか。

トマス： 三人で 来ました。

中 村： では、 さびしくありませんでしたね。

トマス： ええ、 さびしくありませんでした。 楽しかったです。

中 村： 飛行機から 富士山が 見えましたか。

トマス： ええ、 見えました。 飛行機は 富士山のそばを 飛びました。

中 村： 富士山は どうでしたか。

トマス： ゆきが ありました。 きれいでした。

中 村： 日本は 富士山で ゆうめいですね。

トマス： そうですね。 わたしも アメリカで 富士山のことを 読みました。

English Equivalents

Nakamura: Mr. Thomas, who did you come to Japan with?

Thomas: (I) came with some friends.

Nakamura: How many of you came?

Thomas: There were three of us (*lit.*, Being three [we] came).

Nakamura: Then you weren't lonely, were you.

Thomas: Right, it wasn't lonely. It was enjoyable.

Nakamura: Could you see Mt. Fuji from the plane?

Thomas: Yes, we could (*lit.*, it was visible). The plane flew near Mt. Fuji.

Nakamura: How was Mt. Fuji?

Thomas: There was snow. It was beautiful.

Nakamura: Japan's famous for Mt. Fuji, (isn't it).

Thomas: That's right. I (also) read about Mt. Fuji in America.

SECTION 6. READING

東京のタクシー

- 1 私は 林さんと二人で 国立劇場へ出かけました。 駅から タクシーに 乗りました。

日本には 個人のタクシーと タクシー会社のタクシーが あります。 私はよく、
個人タクシーに乗ります。 運転手は親切です。 そして、あまり はやく走りません。

- 5 今日も 個人タクシーに乗りました。 時速四十キロぐらいで 走りました。

私たちは 車の中から ひどい事故を 見ました。 タクシーとバスの事故でした。
けが人は 全部で 十三人でした。 東京では 毎日 二人ぐらい 事故で 死にます。
けが人は 二百人ぐらいです。 東京は 大変な所です。 四谷駅から国立劇場まで
十分で つきました。 八百円でした。 千円わたしました。 おつりは 運転手に上
10 げました。

- 劇がおわりました。 国立劇場の外で スミスさんが まっていました。 スミス
さんは おくさんといっしょでした。 みんなで 三十分ぐらい散歩しました。 それ
から タクシーをまちました。 個人タクシーは 来ませんでした。 それで、会社の
タクシーに 乗りました。 四人いっしょに 乗りました。 運転手は こわいかおの
15 若い人でした。 とても はやく走りました。 だから 私たちは 車の中では 話し
ませんでした。 こわかったです。 東京駅につきました。 九百円でした。 千円わ
たしました。 今度は おつりを上げませんでした。

SECTION 7. EXERCISES

Fill each blank with an appropriate particle:

1. その人 _____ 事故 _____ 死にました。
2. 全部 _____ 百五十円です。
3. みんな _____ いっしょ _____ 食事しました。
4. 六人 _____ 買物 _____ 行きました。
5. 新宿 _____ 電車 _____ おりました。
そこ _____ バス _____ 乗りかえました。

Answer in Japanese:

6. あなたは 一人で 日本に来ましたか。
7. あなたは だれと 学校に来ますか。
8. あなたは 学校の外で だれと 日本語で話しますか。
9. 日本は 何で ゆうめいですか。
10. あなたのクラスに 学生は 全部で 何人いますか。

Express in Japanese:

11. I climbed Mt. Fuji with a friend (the two of us).
12. A total of five students are here.
13. We went shopping yesterday.
14. I ate alone.
15. London is famous for (its) fog.
16. She stayed home from school with a cold.

Add accent marks to all the above.

SECTION 8. VOCABULARY ENRICHMENT

At the Bank

- A: 口座を開きたいのですが。 I'd like to open a bank account.
 B: はい。 何の口座ですか。 Certainly. What kind of an account?
 A: 普通預金の口座です。 An ordinary savings account.
 A: お金を おろしたいのですが。 I'd like to withdraw some money.
 この機械の使い方を 教えてください。 Please show me how to use this machine.
 B: では、言うとおりに 使ってください。 All right, use (it) as I tell you.

| | | | |
|------|----------------------|--------|-------------------------|
| 定期預金 | term deposit account | 当座預金 | checking account |
| 預け入れ | deposit | 引き出し | withdrawal |
| 振り込み | bank transfer | 通帳 | bank book |
| 残高照会 | bank balance | 通帳記入 | recording in bank book. |
| 暗唱番号 | secret number | カード挿入口 | insert bank card |
| 送金 | remittance (payment) | 小切手 | check |
| 両替 | money exchange | 外国かわせ | foreign currency |
| 紙幣 | paper bill | 現金 | cash |
| 取消 | cancellation | 確認 | confirmation |

At the Post Office

- A: 62円切手5枚と航空書簡10枚下さい。 Give me five 62 yen stamps and ten aerograms, please.
 B: 全部で ____円です。 Altogether that will be ____ yen.
 A: この小包みを 航空便で おねがいします。 Send this package by airmail, please.
 B: この用紙に お名前と住所を 書いて下さい。 Write your name and address on this form.

| | | | |
|------|------------------|-------|---------------------------|
| 郵便番号 | zip code | 振り替え | postal transfer |
| 収入印紙 | government stamp | 現金封筒 | cash envelope |
| 宛名 | address | 差し出し人 | sender |
| 船便 | by ship | 速達 | express; special delivery |
| 書き留め | registered mail | 印刷物 | printed matter |
| 目方 | weight | 記念切手 | commemorative stamp |

The Banking Machine

| | | |
|--|--|--|
| お預入れ | お引出し | お振込み |
| <div style="border: 1px solid black; width: 150px; height: 30px; margin: 0 auto; margin-bottom: 10px;"></div> <div style="border: 1px solid black; width: 150px; height: 30px; margin: 0 auto;"></div> | <div style="border: 1px solid black; width: 150px; height: 30px; margin: 0 auto; margin-bottom: 10px;"></div> <div style="border: 1px solid black; width: 150px; height: 30px; margin: 0 auto;"></div> | <div style="border: 1px solid black; width: 150px; height: 30px; margin: 0 auto; margin-bottom: 10px;"></div> <div style="border: 1px solid black; width: 150px; height: 30px; margin: 0 auto;"></div> |

紙幣お預け入口

現金明細書お取出口

| |
|---------------------------------|
| お預け入れ お引出し 通帳とカード 通帳記入 |
|---------------------------------|

| |
|--------|
| 通 帳 |
|--------|

| |
|-------------|
| カ ー ド |
|-------------|

| |
|------------------------|
| お預け入れ お引き出し お振込み |
|------------------------|

取
消

確
認

| | | |
|---|----|---|
| 1 | 2 | 3 |
| 4 | 5 | 6 |
| 7 | 8 | 9 |
| 0 | 訂正 | |

万
千
円

SECTION 9. SELF TEST (For answers see Appendix 4)

I. 漢字+おくりがな
(ひらがな/カタカナ)

林さんは 東京の かいしゃ で 働いています。 時々、 しごと () さか で 大阪へ 行きます。

その時(at those times)、大てい新かんせんに乗ります。(来月、林さんは

おくとさんと子どもと 大阪へ 行きます。 こんど は じどう 車で 行きます。

大阪の友達も いっしょに くるまに 乗ります。 ぜんぶ で 四人です。

林さんは一人で 東京に 帰ります。 おくさんは 子どもと ひこう機で 東京に
帰ります。 だいじょうぶでしょうか。 (今年) たくさんの人が ひこうき事故で

しました。

II. In your own words, describe a Japanese miai kekkon.

III. Supply the particles. Mark "X" where not needed.

1. 今年__夏__みんな__富士山__のぼりました。
2. 時々__友達__いっしょ__銀座__買物__行きます。
3. おなまえ__ペン__かいて下さい。
4. 今年__冬__ゆき__学校__四日__やすみました。
5. 一人__ドライブ__行きましたか。
6. 毎年__東京__自動車事故__人__たくさん死にます。
7. その本__いくら__買いましたか。
8. 電話__友達__いろいろ__事__話します。
9. 今日は 富士山は きり__見えません。
10. 日本__春__さくら__ゆうめいです。

IV. Fill in the blanks with a word (or more) of your choice.

1. カナダは_____で ゆうめいです。
2. わたしは 毎日 _____で いそがしいです。
3. _____で 京都に 行きませんでした。
4. わたしは_____で こわかったです。
5. 田中さんは _____で 病院に 入りました。

V. Give the Japanese equivalent.

1. In the summer the three of us are going to travel in Europe.

2. I made this by myself.

3. In my class there are 5 women and 6 men. Altogether there are 11 students.

4. Mr.Yamakawa went with Yoshiko to the National Theater in a taxi.

5. Mr.Yamakawa married Yoshiko.

LESSON 18

IN JUNE IT RAINS A LOT

PROBLEM: Manner expressions and adverbial and adjectival phrases are not difficult in terms of pattern but can be a bit confusing in terms of nuances.

- OBJECTIVE:**
- (1) To continue the introduction of the Manner Element by showing contrast and degree, and by showing the use of manner words in adverbial phrases.
 - (2) To introduce the simplest type of adjectival phrase.

SECTION 1. VOCABULARY

Drill

| | | |
|-------|-------|---|
| 秋 | あき | fall; autumn (one of the seasons) |
| すずしい | すずしい | <i>adj</i> (is) cool |
| 春 | はる | spring (one of the seasons) |
| あたたかい | あたたかい | <i>adj</i> (is) warm (weather) |
| ちっとも | ちっとも | (not) at all (<i>with neg.</i>) |
| うれしい | うれしい | <i>adj</i> (is) happy |
| かなしい | かなしい | <i>adj</i> (is) sad |
| かなり | かなり | rather; fairly |
| 少し | すこし | a little |
| ほとんど | ほとんど | almost (<i>used primarily in neg. clauses</i>) |
| なかなか | なかなか | hardly; not easily; not quickly (<i>in neg. clauses</i>) rather (<i>in aff. clauses</i>) |
| 笑う | わらう | <i>vi/vt</i> laughs; smiles |
| 雨 | あめ | rain |
| ふる | ふる | <i>vi</i> precipitates; falls (<i>e.g.</i> , <i>ame ga furu it rains</i>) |
| きっと | きっと | undoubtedly; surely; certainly |

| | | |
|--------------------|---------------------|---|
| 書く | かく | vt writes |
| (お)すし | おすし; すし; すし | sushi (vinegar-flavored cold rice balls, usually topped with a layer of horse-radish and a layer of raw fish) |
| やっと | やっと | at last; at length; finally |
| 終わる | おわる | vi ends; finishes |
| やむ | やむ | vi ceases; stops |
| 本当(の/に) | ほんとう(の/に) | real; true (-ly) |
| Dialogue | | |
| ずい分 | ずいぶん | very, awfully; terribly (note caution in Grammar 18.2) |
| ふつう(の/に) | ふつう(の/に) | usual; ordinary (-ly) |
| 待つ | まつ | vt waits |
| Reading | | |
| さ来年 | さらいねん | year after next |
| 月曜日 | げつようび | Monday |
| 金曜日 | きんようび | Friday |
| 時間 | じかん | class period; time |
| ドリル | ドリル | drill |
| 会話 | かいわ | conversation |
| ラボ | ラボ | language laboratory |
| ひらがな | ひらがな; ひらがな; ひらがな | (the) hiragana (syllabary) |
| かたかな | かたかな; かたかな | (the) katakana (syllabary) |
| わすれる | わすれる | vt forgets |
| いみ | いみ | meaning |
| しかし | しかし | but; however |
| 書き順 ^{じゅん} | かきじゅん | order of writing |
| 変(な/に) | へん(な/に) | strange; peculiar |
| 今までに | いままで | so far; up until now |

| | | |
|------|---------|--------------------------------|
| 小学校 | しょうがっこう | elementary school |
| 中学校 | ちゅうがっこう | middle school; jr. high |
| のこり | のこり | (the) remainder |
| まだまだ | まだまだ | yet; still (<i>emphatic</i>) |

SECTION 2. KANJI STUDY

| | | | | |
|------|---|-----|-------------|-------|
| 805 | 秋 | 秋 | <u>あき</u> | あき |
| 841 | 春 | 春 | <u>はる</u> | はる |
| 872 | 少 | 少し | <u>すこし</u> | すこ(し) |
| 891 | 笑 | 笑う | <u>わらう</u> | わら(う) |
| 50 | 雨 | 雨 | <u>あめ</u> | あめ |
| 857 | 書 | 書く | <u>かく</u> | か(く) |
| 808 | 終 | 終わる | <u>おわる</u> | お(わる) |
| 1371 | 当 | 本当 | <u>ほんとう</u> | トウ |
| 1184 | 待 | 待つ | <u>まつ</u> | ま(つ) |

New Readings

| | | | | | | | | | |
|------|----|-----|--------------|------|-----|----|-----|----------------|-----|
| 1629 | 分: | 一分 | <u>いっぶん</u> | (15) | 870 | 小: | 小さい | <u>ちいさい</u> | (3) |
| | | 九分 | <u>きゅうぶん</u> | (15) | | | 小学校 | <u>しょうがっこう</u> | |
| | | ずい分 | <u>ずいぶん</u> | | | | | | |

SECTION 3. DRILL

Substitution:

1. きょう年の夏は とても あつかったです。

Cues: a) 秋 すずしい

| | |
|---|-------|
| 冬 | さむい |
| 春 | あたたかい |

2. 私は ちっとも うれしくありません。

Cues: a) さびしい

b) 楽しい

c) かなしい

3. 学生は 全部 来ました。

Cues: a) たくさん

b) かなり

c) 少し

4. スミスさんは きのう ほとんど ねむりませんでした。

Cues: a) 働く

b) べんきょうする

c) 話す

d) テレビを見る

5. 田中さんは なかなか 起きません。

Cues: a) ねる

b) 帰る

c) けっこんする

d) 笑う

6. 六月は 雨が たくさん ふります。

Cues: a) 九月 かなり

b) 十月 少し

7. 二月は 雨が ほとんど ふりません。

Cues: a) 十一月 あまり

b) 一月 ちっとも

8. クラークさんは きっと ここに来ます。

- Cues: a) そこへ行く
b) アメリカへ帰る
c) 手がみを書く
d) おすしを食べる

9. やっと 本がつきました。

- Cues: a) ぺんきょうが終わる
b) 雨がやむ
c) ドアがあく
d) 花がさく

10. 富士山は とても きれいです。

- Cue: a) 本当に



English Equivalents

1. Summer last year (*lit.*, last year's summer) was very hot.
 - a) Fall last year was very cool.
 - b) Winter last year was very cold.
 - c) Spring last year was very warm.
2. I'm not at all happy. / I'm not happy in the least.
 - a) I'm not at all lonely.
 - b) I'm not at all happy/joyous.
 - c) I'm not at all sad.
3. All the students came.
 - a) Many students came.
 - b) A fair number of students came.
 - c) A few students came.
4. Mr./Mrs./Miss Smith hardly slept (*or* almost didn't sleep) at all yesterday.
 - a) Mr. Smith hardly worked at all yesterday.
 - b) Mr. Smith hardly studied at all yesterday.
 - c) Mr. Smith hardly talked at all yesterday.
 - d) Mr. Smith hardly watched television at all yesterday.
5. It seems Mr./Mrs./Miss Tanaka will never get up (*lit.*, Mr. Tanaka will hardly get up).
 - a) It seems Mr. Tanaka will never go to bed.
 - b) It seems Mr. Tanaka will never return (*or* come home).
 - c) It seems Mr. Tanaka will never get married.
 - d) It seems Mr. Tanaka will never laugh.
6. In June it rains a lot (*lit.*, As for June, a lot of rain falls).
 - a) In September it rains quite a bit.
 - b) In October it rains a little.
7. In February it seldom rains at all.
 - a) In November it doesn't rain very much.
 - b) In January it doesn't rain at all.
8. Mr./Mrs./Miss Clark will come here without fail (*or* will certainly/undoubtedly come).
 - a) Mr. Clark will go there without fail.
 - b) Mr. Clark will return to America without fail.
 - c) Mr. Clark will write the letter without fail.
 - d) Mr. Clark will eat sushi without fail.
9. The book(s) finally arrived.
 - a) (I) finally finished studying.
 - b) The rain finally ceased (*or* let up).
 - c) The door finally opened.
 - d) The flower(s) finally bloomed.
10. Mt. Fuji is extremely beautiful/pretty.
 - a) Mt. Fuji is really beautiful.

SECTION 4. GRAMMAR

18.1. ADVERB AND ADJECTIVE PHRASES (see also 26.1). The adjective phrase is the subject of Lesson 26. In the present lesson we introduce the simplest form of adjective and adverb phrases; i.e., an adjective or adverb modified by another adverb (manner expression), and two adjectives in sequence.

18.1.1. ADJECTIVE PHRASES. Two adjectives in indicative form may occur side by side to modify a single noun: *Nagái atsúi natsú ga owarimáshita.* (*The*) *long, hot summer ended.* Or, an adjective may be preceded by an adverb which intensifies the meaning of the adjective: *Nihoñ no natsú wa totemo mushiatsúi desu.* *Japan's summers are very muggy.* Other adjective phrases involving comparisons and special adjective inflections will be introduced in Lesson 26.

18.1.2. ADVERB PHRASES. Adverb phrases follow the pattern of the second type of adjective phrases given above; i.e., an adverb may immediately precede another adverb to qualify or intensify the second adverb: *Háru wa áme ga taitē takusañ furimásu.* *In spring it usually rains a lot.* Since the adverb (a manner word) is not inflected, phrases formed with adverbs are not difficult; they are produced simply by juxtaposing two adverbs.

18.2. MORE MANNER EXPRESSIONS OF DEGREE, QUANTITY, AND CONTRAST (see also 9.1). The drills of this lesson are designed to further the student's understanding and use of adverbs of manner to express varying shades of degree in intensity or manner.

If you wish to describe the hot weather, you have the choice of several adverbs in Japanese, each with a different shade of meaning. For example: *Totemo atsúi desu.* *It's very hot.* *Zúibuñ* atsúi desu.* *It's awfully hot.* *Kánari atsúi desu.* *It's rather hot.* At the other extreme, you may say: *Sukóshi atsúi desu.* *It's a little hot.* or *Chittómo átsuku arimasēñ.* *It's not hot at all.*

Adverbs are also used to indicate quantity; e.g., *Takusañ arimásu.* *There is a lot.* or *Sukóshi arimásu.* *There is some.* In other usages some of the same adverbs which express degree or quantity may also express contrast.

*Careful discretion must be exercised in the use of *zúibuñ*, a word which is very expressive but which carries strong subjective feeling. For example, its use would be improper when intending to compliment your superior, for it would carry the nuance that you did not have such an expectation of the person, and your good intention might turn into a "backhanded compliment," as we say in English.

SECTION 5. DIALOGUE

- トマス： 日本の夏は ずい分 むしあついですね。 日本の夏は いつからいつまでですか。
- 中 村： ふつうは 六月から 八月までです。 でも、 九月も かなりあついです。
- トマス： そうですか。 六月は 雨が たくさん ふりましたね。 いつもたくさん ふりますか。
- 中 村： ええ、 大てい たくさん ふります。
- トマス： いつも 八月は むしあついですか。
- 中 村： ええ、 むしあついです。 とても むしあついです。 でも、春はいいですよ。
- トマス： そうですか。 あつくありませんか。
- 中 村： はい、 あつくありません。 あたたかいですよ。
- トマス： それはいいですね。
- 中 村： ええ、 わたしは 春を 待っています。 春が 大好きです。

English Equivalents

- Thomas: Summer in Japan is awfully muggy, isn't it. How long does summer last in Japan (*lit.*, As for Japan's summer, from when to when is [it])?
- Nakamura: Usually (it lasts) from June to August. But September is also rather hot.
- Thomas: Is it? It rained a lot in June, didn't it. Does it always rain a lot?
- Nakamura: Yes, usually it rains a lot.
- Thomas: Is August always muggy?
- Nakamura: Yes, it is. It's extremely muggy. But spring's nice.
- Thomas: Is that so? Isn't it hot?
- Nakamura: No, it's not hot. It's warm.
- Thomas: That's nice.
- Nakamura: Yes, I'm waiting for spring. I like spring a lot.

SECTION 6. READING

かんじ

私は 三か月前に 日本語学校に 入りました。さ
来年の春に 日本の大学で 日本文学のべんきょうを
はじめます。

5 日本語は なかなか 大変です。私たちの学校では
月曜日から金曜日まで 毎日 五時間あります。ドリ
ル、会話、読み方、書き方、ラボの時間です。毎日、
新しい事をたくさん べんきょうします。かなり
いそがしいです。

10 私は 書き方の時間が 好きです。ひらがなとかた
かなは あまり むずかしいありません。けれども、
かんじは むずかしいです。なかなか おぼえませ
ん。すぐ わかります。でも、かんじのべんきょうは
おもしろいです。

15 かんじには 長いきしがあります。ひらがなと
かたかなには いみがありません。しかし、かんじに
は あります。そして、一つのかんじには いろい
ろな読み方が あります。しかし、書き順は 一つ

です。私たちの先生は とてもきれいなかんじを書
きます。そのかんじは 本当に うつくしいです。
でも、私たちのかんじは 時々 変です。

25 私たちは 今までに かんじを 百七十ぐらい ベ
んきょうしました。私たちの学校では 全部で 十五
百ぐらい 教えます。日本の子どもは 小学校と中学
25 校と高校で 二千ぐらいのかんじを べんきょうしま
す。小学校では 千ぐらいのかんじを 教えます。
のこりのかんじは 中学校と高校で 教えます。け
れども、かんじは まだまだ たくさん あります。

SECTION 7. EXERCISES

Fill each blank with the appropriate word from the following list:

やっと, ちっとも, ほとんど, 少し, かなり, なかなか, きっと

1. このへやは ____ あついです。
2. その人は ケーキを ____ 食べませんでした。
3. このドアは ____ あきません。
4. 田中さんは ____ 来ます。
5. 子どもは ____ 学校へ行きました。
6. 雨が ____ ふりました。
7. いもうとは ごはんを ____ 食べません。

Answer in Japanese:

8. あなたの国では いつ 雨が たくさん ふりますか。
9. あなたは 日本語のべんきょうを いつ はじめましたか。
10. あなたは 先生の話が 全部 わかりますか。
11. あなたの国では 夏は ふつうは 何月から 何月までですか。
12. あなたの国では 冬は 雨が ほとんど ふりませんか。

Express in Japanese:

13. I have a hard time remembering that kanji.
14. He (that person) will come again, without fail.
15. Finally the rain let up.
16. Mt. Fuji is really beautiful.
17. It's extremely cold in Tokyo.

Add accent marks to all the above.

SECTION 8. VOCABULARY ENRICHMENT

ADVERBS THAT WORK BOTH WAYS

きつと

林さんは きつと 来ます。

Mr./Ms. Hayashi will certainly come.

林さんは きつと 来ません。

Mr./Ms. Hayashi will not come, I'm sure.

ほとんど

その本は ほとんど おわりました。I've almost finished that book.その本は ほとんど 読んでいません。I've hardly read any of that book.しけんのこたえを ほとんどI missed almost all the test questions.

まちがえました。

しけんのこたえを ほとんどI missed almost none of the test questions.

まちがえませんでした。

Q: みんなが ミーティングに 来しましたか。Did everyone attend the meeting?

A: はい、ほとんど 来しました。Yes. Almost everyone came.A: いいえ、ほとんど 来ませんでした。No. Almost no one came.

なかなか

日本語は なかなか むずかしい。Japanese is very difficult.なかなか わかりません。I can hardly understand it.

努力しました。でも、まだ なかなか です。I've tried hard, but I'm still having a hard time with it.

まだ

Q: 御飯は もう 食べた?

Have you (already) eaten?

A: まだ (食べていないよ)。Not yet.A: まだ (食べているよ)。I'm still eating.

Q: 何か 作りましょうか。

Shall I make (you) something?

A: まだ いい。まだ おなかが すかない。I'm still O.K. I'm not hungry yet.Q: ごはんが まだ 少し のこっています。There's still some (food) left.

もう少し 食べない?

Won't you have some more?

SECTION 9. SELF TEST (For answers see Appendix 4)

I. 漢字+おくりがな
(ひらがな/カタカナ)

1. 日本では _____ と冬には _____ は あまり ふりません。 けれども、 _____ には
あき () あめ ほん
たくさん ふります。
2. _____ 下さい。 今、手がみを _____ います。 すぐ _____。
すこし まって かいて おわります。
3. Labでは drillを しします。
() ()
4. きノウ、五時間も 日本語を ベンキョウしました。 _____ ないで下さい。
わらわ
_____ です。
ほんとう

II. Select the most appropriate word for the context.

スミスさんは(少し、ほとんど、たくさん)日本語が出来ません。 おくさんは
日本語が(あまり、とても、ほとんど)上手です。 スミスさんは(ちつとも、
なかなか、よく)ベンキョウします。 けれども(なかなか、少し、たくさん)
出来ません。 このあいだ、私はスミスさんと日本語で(たくさん、ほとんど、
少し)話しました。 ゆっくり話しました。 スミスさんは(ちつとも、やっど
きつと)私の話がわかりました。

III. Match left and right.

- | | |
|-------------|----------|
| () 1. 夏 | a. あたたかい |
| () 2. さむい | b. 秋 |
| () 3. うれしい | c. はじまる |
| () 4. たくさん | d. 冬 |
| () 5. 春 | e. かなしい |
| () 6. すずしい | f. あつい |
| () 7. 終わる | g. 少し |

IV. Express in Japanese.

1. Please explain to me the meaning of this kanji.

2. Altogether we have studied about 180 kanji.

3. I really like Japan.

4. Do you understand everything the teacher says?

5. Do you always study with your friend?

LESSON 19

"AS FOR SUMISU-SAN, JAPANESE BECAME LIKED"

PROBLEM: The Complement Element, diagnostic of one type of intransitive verbal clause, is also found in transitive clauses when the Predicate slot is filled with *suru does*.

OBJECTIVE: To introduce the Complement Element.

SECTION 1. VOCABULARY

Drill

| | | |
|-----------|-----------|---|
| おそい | おそい | <i>adj</i> (is) late |
| 早い | はやい | <i>adj</i> (is) early |
| ていねい(な/に) | ていねい(な/に) | careful (-ly) |
| 静か(な/に) | しずか(な/に) | quiet (-ly) |
| 明るい | あかるい | <i>adj</i> (is) bright; light; cheerful |
| 子供 | こども | child |
| なる | なる | <i>vi</i> becomes |
| 顔 | かお | face |
| かみ | かみ | hair (of the head [human]) |
| け | け | hair (human or animal) |
| かみのけ | かみのけ | hair (of the head [human]) |
| 白い | しろい | <i>adj</i> (is) white |
| に | に | <i>particle</i> , Complement marker |
| はたち | はたち | twenty (years old) |
| しあわせ(な/に) | しあわせ(な/に) | happy; fortunate |
| じょうぶ(な/に) | じょうぶ(な/に) | strong; well |
| 必要(な) | ひつよう(な) | necessary; needful |
| 正かく(な/に) | せいかく(な/に) | correct; accurate (-ly) |
| からだ | からだ | body |

| | | |
|----------------------|----------------------|--|
| 広い | ひろい | <i>adj</i> (is) wide; spacious |
| くらい | くらい | <i>adj</i> (is) dark (<i>i.e.</i> , absence of light) |
| Dialogue | | |
| いくつ | いくつ | how old? |
| Reading | | |
| 佐藤 ^{とう} | さとう | Sato (<i>personal name</i>) |
| 生活する | せいかつする | <i>vi</i> lives (one's daily life) |
| 下の子供 | したのこども | (the) younger child (of the family) |
| ブラジル丸 ^{まる} | ブラジルまる | The Brazil Maru (<i>maru is attached to the names of Japanese sailing vessels much like S.S. is attached in English</i>) |
| 一生けんめい (な/に) | いっしょうけんめい (な/に) | earnest; industrious (-ly); with all (one's) might |
| いつまでも | いつまでも | forever; for an indefinitely long period of time |
| ことば | ことば | word; language |
| もの | もの | thing (<i>abstract</i>) |
| ～後 | ～ご | after |
| ですから | ですから | therefore; so (<i>polite form of dákara</i>) |
| 知る | しる | <i>vt</i> knows |
| 顔を出す | かおをだす | put (one's) head (<i>lit.</i> , face) out |
| ひろう | ひろう | <i>vt</i> picks up |
| 今では | いまでは | now (<i>emphatic</i>); nowadays |
| Common Expressions | | |
| (それは)おめでとう ございます。 | (それは)おめでとう ございます。 | Congratulations! |
| 学校がある | がっこうがある | there is school |

SECTION 2. KANJI STUDY

| | | | | |
|------|---|------------------|--------------|--------|
| 1114 | 早 | 早い | <u>はや</u> い | はや (い) |
| 1038 | 静 | 静か | <u>しず</u> か | しず (か) |
| 356 | 供 | 子供 | こ <u>ども</u> | とも |
| 261 | 顔 | 顔 | <u>かお</u> | かお |
| 1485 | 白 | 白い | <u>しろ</u> い | しろ (い) |
| 1558 | 必 | 必要 | <u>ひつ</u> よう | ヒツ |
| 1821 | 要 | 必要 | ひつ <u>よう</u> | ヨウ |
| 1012 | 正 | 正かく | <u>せい</u> かく | セイ |
| 531 | 広 | 広い | <u>ひろ</u> い | ひろ (い) |
| 613 | 佐 | 佐 ^と 藤 | <u>さ</u> とう | サ |
| 201 | 活 | 生活 | せい <u>かつ</u> | カツ |
| 1239 | 知 | 知る | <u>し</u> る | し(る) |

New Readings

| | | | | |
|------|----|--------|--------------------|------|
| 1760 | 明： | 説明 | せ <u>つ</u> めい | (16) |
| | | 明るい | <u>あ</u> かるい | |
| 1013 | 生： | 学生 | がく <u>せい</u> | (1) |
| | | 生まれる | <u>う</u> まれる | (9) |
| | | たん生日 | たん <u>じ</u> ょうび | (10) |
| | | 一生けんめい | いっ <u>しょう</u> けんめい | |
| 518 | 後： | 後ろ | <u>う</u> しろ | (7) |
| | | 後 | <u>ご</u> | |

SECTION 3. DRILL

Substitution:

1. その飛行機は 高く 飛びました。

Cues: a) ひくい

b) おそい / つく

c) 早い

2. トマスさんは かんじを きれいに 書きました。

Cues: a) 上手

b) ねっしん

c) ていねい

3. (a) アリスは よく べんきょうしました。

Cues: a) 静か / すわる

b) 明るい / 笑う

c) 上手 / 絵をかく

Transformation:

- (b) Change the verbs in the above drill to the ～ています form.

Example: アリスは よくべんきょうしています。

Substitution:

4. その子供は 大きくなりました。

Cues: a) つよい

b) かわいい

c) 明るい

d) いい

5. ホワイトさんは 顔が くろくなりました。

- Cues: a) 赤い
b) かみのけ 長い
c) 白い

6. 子供は 一つになりました。

- Cues: a) 三つ
b) はたち
c) 病気
d) しあわせ
e) じょうぶ

7. 学生は 日本語が 上手になりました。

- Cues: a) 好き
b) 必要
c) 正かく

8. アリスは からだが 大きくになりました。

- Cues: a) 顔 きれい
b) 声 いい
c) 学校 好き
d) せ 高い

9. 林さんは いすを 高くしました。

- Cues: a) ひくい
b) へや 広い
c) 明るい
d) くらい

10. ナンシーは へやを きれいにしました。

- Cues: a) 便利
b) まっくら

11. 林さんは むすこを おいしゃさんにしました。

Cues: a) むすめ かんごふさん

b) 子供 先生

English Equivalents

1. That plane flew high.
 - a) That plane flew low.
 - b) That plane arrived late.
 - c) That plane arrived early.
2. Mr./Mrs./Miss Thomas wrote kanji beautifully.
 - a) Mr. Thomas wrote kanji skillfully.
 - b) Mr. Thomas wrote kanji earnestly (or with zeal).
 - c) Mr. Thomas wrote kanji carefully.
3. (a) Alice studied well.
 - a) Alice sat quietly.
 - b) Alice laughed brightly/gaily.
 - c) Alice painted (lit., drew) (the) picture skillfully.

(b) Alice is studying hard.

 - a) Alice is sitting quietly.
 - b) Alice is laughing brightly/gaily.
 - c) Alice is painting (the) picture skillfully.
4. That child (or those children) became/got (or has/have become) big.
 - a) That child became strong.
 - b) That child became (or has become) cute.
 - c) That child became (or has come to be) cheerful.
 - d) That child became good (i.e., He/she is a good child).
5. Mr./Mrs./Miss White's face has become (or became) dark (lit., "black," meaning "he is sun-tanned").
 - a) Mr. White's face became red. / Mr. White's face is red.
 - b) Mr. White's hair became (or has gotten) long.
 - c) Mr. White's hair became (or has gotten) white.
6. (The) child is one (year old) (lit., As for [the] child, [he] became one).
 - a) The child is three.
 - b) The child is twenty.
 - c) The child is sick
 - d) The child is happy.
 - e) The child is healthy.

7. The student(s) has/have become (or became) good/skillful in Japanese.
 - a) The students have come to like Japanese (*lit.*, As for [the] student[s], Japanese became liked).
 - b) The students have come to need Japanese.
 - c) The students have become accurate in Japanese (or The students have come to be able to speak Japanese correctly).
8. Alice is big. / Alice has become big (i.e., Alice is a big girl now) (*lit.*, As for Alice, body became big).
 - a) Alice's face has become pretty.
 - b) Alice's voice has become good.
 - c) Alice has come to like school.
 - d) Alice has grown tall.
9. Mr./Mrs./Miss Hayashi made the chair high.
 - a) Mr. Hayashi made the chair low.
 - b) Mr. Hayashi made the room wide/spacious.
 - c) Mr. Hayashi made the room light/bright.
 - d) Mr. Hayashi made the room dark.
10. Nancy cleaned (her) room (*lit.*, Nancy made the room clean).
 - a) Nancy made (her) room (more) convenient.
 - b) Nancy made (her) room pitch dark.
11. Mr./Mrs. Hayashi made a doctor of his/her son.
 - a) Mr. Hayashi made a nurse of his daughter.
 - b) Mr. Hayashi made a teacher of his child.

SECTION 4. GRAMMAR

19.1. ADVERBS (see Lesson 32 for a summary of the Manner Element). Adverbs are noninflected words. However, the most common type of adverb in Japanese is derived from the adjective root:

| Adjective | Adverb |
|------------------|--------------------------------------|
| akai is red | akaku red-like; red |
| tsuyōi is strong | tsúyoku in a strong manner; strongly |

From these examples it can be seen that the adverb is derived from the adjective by replacing the adjective indicative ending with the adverbial suffix *-ku*.

The reason adverbs are classified as "noninflected words" is that *as adverbs they are not subject to inflection*. Therefore, there is no "past," "future," "conditional," etc., form of the adverb.

In addition to adverbs which are derived from adjectives (as explained above) there are a number of "adverbial expressions" in Japanese. In these lessons we have not classified such expressions as adverbs because, as the student has no doubt observed, such expressions "fill the Manner slot," and thus may be called "manner expressions." The name doesn't matter, and if it seems easier to call them "adverbs" (i.e., if it is easier for the student to master their use by calling them "adverbs"), then, of course, this is certainly to be encouraged.

Certain manner expressions are made from nouns by adding the manner-particle *ni*:

ADVERBS OF MANNER

"Manner Expressions"

| | |
|---------------|----------------------|
| tēnē ni | carefully |
| sēkaku ni | accurately |
| isshōkēnmē ni | with all one's might |

In the examples given above, all of the nouns are copular nouns. This clarifies another part of the definition of copular nouns in Japanese; i.e., copular nouns are a class of nouns which take *na* when used in attributive position, and *ni* when used adverbially.

19.2. THE COMPLEMENT ELEMENT. The Complement element is more strictly defined as verb complement. This complement is "nested" so closely to the verb that no other clause element can come between it and the predicate. The complement may be thought of as completing the verb; in other words, the meaning of the verb (i.e., the predicate) is not complete without the complement: *Kodomo wa ōkiku narimashita.* (My) child became big; My child's grown up now. *Kodomo wa byōki ni narimashita.* (My) child's sick; My child became sick.

In form, the complement element is identical to what we have described as "adverbs" or "manner expressions." There are two forms: (1) an adverb derived from the adjective root; and (2) a noun (or noun phrase) + *ni*. For this reason we have included examples of the manner element and complement element in this lesson. The pattern seems identical. The difference must be found in the concept of "nesting." The manner element of a clause may be removed without producing a nonsense expression: *Kodomo wa hāyaku arukimashita.* The child walked fast. *Kodomo wa arukimashita.* The child walked. But the complement is so "nested" with the predicate that it cannot be removed without turning the sentence into a meaningless utterance: *Kodomo wa tsúyoku narimashita.* The child became strong.

*Kodomo wa narimáshita (*a nonsense expression*). (But, in answer to a question, narimáshita can be used since the complement has just been stated in the question.)

19.2.1. THE COMPLEMENT-MARKER PARTICLE ni. Just as the object, subject, time, manner, location, and direction elements have their markers, the complement has its own marker, occurring immediately after the noun (or noun head in a noun phrase). This particle is ni (homophonous with the particle marking indirect object, the time particle, the manner particle, and one of the particles marking location, as well as one of the particles marking direction). Note that adverbs formed from adjectives (e.g., háyaku from hayái) do not take the particle ni when filling the complement slot.

19.2.2. VERBS WHICH TAKE THE COMPLEMENT. The complement is obligatory in certain intransitive verbal clauses, but it does not occur in others. This is the basis for distinguishing two classes of intransitive verbal clauses.

(1) Intransitive Verbal Clause (A)

Subject Predicate

[akimáshita] (It) opened.

[dōa ga] [akimáshita] (The) door opened.

(2) Intransitive Verbal Clause (B)

Subject Complement Predicate

[byōki ni] [narimáshita] (He) is (or became) sick.

[akaku] [narimáshita] (It) became red.

[musumé ga] [byōki ni] [narimáshita] My daughter is (or became) sick.

[kao ga] [akaku] [narimáshita] (His) face is (or became) red.

The first class (A) is a large class which includes most intransitive verbs. The second class (B) is a very restricted class which occurs in intransitive clauses with an obligatory complement. Class (B) verbs include (ni) náru *becomes*; (ni) yoru (*it*) *depends on*; (ni) sou *runs alongside of*; (ni) kanáu *is in accord with*.

19.2.3. THE COMPLEMENT WITH suru. The use of the complement with the verb suru may be considered a transformation of the basic intransitive clause to transitive (or causative). Since there is only one verb (i.e., suru *does*) which occurs in this pattern, it is probably correct to conclude that the complement in fact *does not occur* in transitive clauses, but that its use with suru is a causative transformation of the intransitive verbal clause. Consider the following example: Musuko ga isha ni narimáshita. *My son became a doctor.* Musuko o isha ni shimáshita. *I made my son a doctor.*

19.3. QUOTATIONS (see Lesson 39 for explanation and drill of Quotative Sentences). Direct quotations follow the pattern:

[Subject wa] [" "] [to iimáshita]
He/she said, " "

The quoted sentence is enclosed in Japanese quotation marks called kagí (see p. 42) and is given verbatim. The subject may also occur between the quotative sentence particle to and the verb, as in the Reading of this lesson:

"Keredomo ashitá wa kin'yobi desu. Dákara gakkō ga arimásu," to okásan wa iimáshita
"But tomorrow is Friday. So there is school," the mother said.

SECTION 5. DIALOGUE

トマス： あしたは いもうとさんのたん生日ですね。 おめでとうございます。

中 村： ありがとうございます。

トマス： いもうとさんは いくつになりますか。

中 村： はたちになります。 あしたから いもうとも おとなです。

トマス： そうですか。 アメリカの子供は 十八で おとなになります。

中 村： アメリカの子供は 早く おとなになりますね。

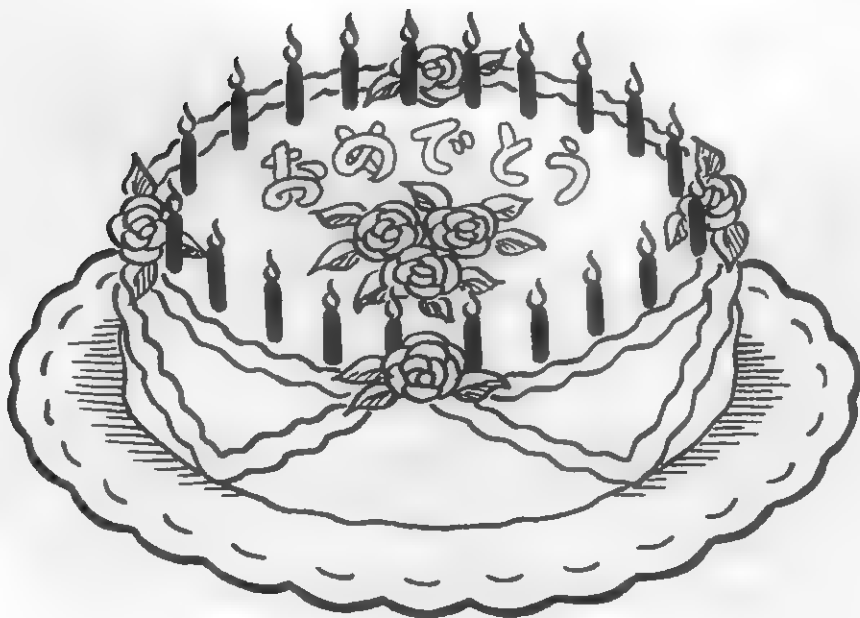
トマス： いもうとさんは 今、 大学に行っていますか。

中 村： はい、 大学生です。

トマス： 何になりますか。

中 村： まだ わかりません。 でも、 ねっしんに 英語をべんきょう
しています。

トマス： そうですね。 いもうとさんは 上手に 英語を話しますね。



English Equivalents

- Thomas: Tomorrow's your (younger) sister's birthday, isn't it. That's great!
- Nakamura: Thank you.
- Thomas: How old will your sister be?
- Nakamura: She'll be twenty. From tomorrow my sister's an adult, too.
- Thomas: Is that so? American children become adults at eighteen.
- Nakamura: American children become adults early, don't they.
- Thomas: Is your sister going to college now?
- Nakamura: Yes, she's a college student.
- Thomas: What does she plan to be (*lit.*, What will [she] become)?
- Nakamura: (She) doesn't know yet. But she is studying English hard (*industriously*).
- Thomas: She is, isn't she. Your sister speaks English well (*lit.*, As for your younger sister, [she] speaks English skillfully, doesn't she).

SECTION 6. READING

子供と英語

佐藤さんは 四年前に アメリカへ行きました。そして、そこで 二年間生活しました。おくさんと 三人の子供も いっしょに行きました。上の女の子は ナでした。下の女の子と男の子は ブラジル^{ブラジル}丸の中で ハつとセつに 5 になりました。

三人の子供は すぐ 英語が 上手になりました。佐藤さんもおくさんも 一生けんめい ベンきょうしました。けれども、上手になりませんでした。いつまでも 日本人の英語でした。 "You can't teach an old dog new tricks." これは本当です。

- 10 ことばは 大変 おもしろいものです。小さい子供が 早くおぼえます。セつの男の子は アメリカ人の子供たちといっしょに ABC から ベンきょうをはじめました。そして、一か月後のある木曜日^{よう} その子はお母さんに

「あしたは 学校がありません。」

- 15 と 言いました。

「けれども あしたは金曜日です。だから 学校はあります。」とお母さんは言いました。でも、男の子は聞きません。

「先生が 『Tomorrow, no school.』と、言いました。」それで お母さんは 学校に電話しました。

20 「あしたは お母さんたちが 学校に来ます。ですから 学校はありません。」
と 先生は言いました。二人のおねえさんたちは まだ ほとんど 英語が
わかりませんでした。でも、小さいおとうとは 先生の話が よくわかりまし
た。

その二、三日後でした。佐藤さんは 下の男の子といっしょに 車で 小学
25 校へ行きました。その時 男の子の友達の 女の子のテストのかみが 飛び
ました。その女の子は それを知らませんでした。佐藤さんは 少し困りまし
た。いい英語が わかりません。その時 男の子は 車のまどから 顔を出
しました。

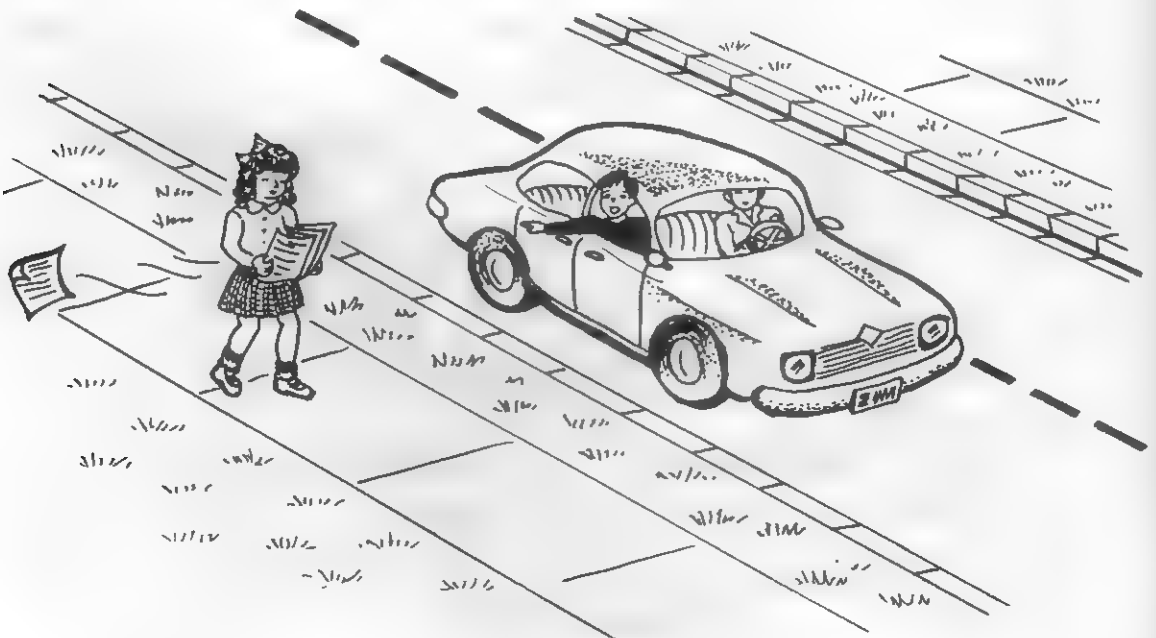
"Hey! Paper!"

30 ことはは ニつです。でも 女の子は それで すぐわかりました。そして
そのかみをひろいました。

"Thank you!"

と その友達は 明るく言いました。

今では 下の女の子と男の子は ほとんど 英語をわすれました。でも、上
35 の女の子は 中学校で 英語が とても よく出来ます。



SECTION 7. EXERCISES

Add なりました to each sentence:

1. わたしは 水が ほしいです。
2. へやは きれいです。
3. さむいです。
4. ゆきです。
5. うちが まっくらです。
6. むすこは じょうぶです。

Add しました to each sentence:

7. へやは 明るいです。
8. へやは きれいです。
9. にわは 広いです。

Answer in Japanese:

10. あなたのお父さんは いくつになりましたか。
11. あなたの子供さんは かわいくなりましたか。
12. あなたは 日本語が 上手になりましたか。
13. かんじは むずかしくなりましたか。

Express in Japanese:

14. He needs many books.
15. Mrs. White's gotten pretty.
16. The boy will be nine tomorrow.
17. Mrs. Tanaka made the kitchen more spacious. (Hint: "made wide")
18. Mr. Thomas' face got red.
19. Mr. Johnson's daughter got sick.
20. Tom is not very tall.
21. Last week I went to the beach (lit., sea). So I got a suntan.

Add accent marks to all the above.

SECTION 8. VOCABULARY ENRICHMENT

What Will Be, Will Be

なるようにしか ならない。 What will be, will be. (lit., it will only become as it becomes.)

あしたは ^て天気になるでしょう。It will be a nice day, tomorrow.

私は ^け結婚することになった。I'm going to get married. (lit., It has become that I will marry.)

川村さんは なくなりました。Mr./Ms. Kawamura died. (lit., became not).

友達は 病氣になった。My friend is sick (lit., became sick).

二たす二は 四になる。2 and 2 is 4. (lit., it becomes 4.)

むすこは 大きくなりました。My son's grown up.

おそく なりました。It's late./I'm late.

春になると 花が さきます。When spring comes, the flowers bloom.

私は あなたが 好きになった。I love you.

SECTION 9. SELF TEST (For answers see Appendix 4)

I. 漢字+おくりがな
(ひらがな/カタカナ)

- 日本の生かつには、日本語がひつようです。だから、日本語をせいかくおぼえましょう。
- あのしずかな子どものかおは しろくなりました。
- これは あかるい ひろい 部屋ですね。
- さ 藤さんを しって いますか。

II. Change the sentences as in the example.

Example: にわは 広いです。⇒ 私は にわを 広くしました。

- トイレは きれいです。⇒ _____ しました。
- 先生は 病気です。⇒ _____ になりました。
- 部屋は 静かです。⇒ _____ になりました。
- むすめは 医^い者^{しや}です。⇒ _____ しました。
- お母さんは かみの毛^けが 白いです。⇒ _____ になりました。

LESSON 20

QUIET, PLEASE; HE'S STUDYING

PROBLEM: Verbal auxiliaries *iru* and *aru* are used to express varying modes of the head verb.

OBJECTIVE: To demonstrate the use of verbal auxiliaries *iru* and *aru*.

SECTION 1. VOCABULARY

Drill

| | | |
|--------|---------|---|
| うま | うま | horse |
| 毎日 | まいにち | every day |
| (～て)いる | (～て)いる | verb auxiliary: stative |
| 集まる | あつまる | vi gathers; collects |
| 会う | あう | vi meets; sees |
| 鈴木 | すずき | Suzuki (personal name) |
| 住む | すむ | vi lives; dwells |
| めがね | めがね | (eye)glasses |
| かける | かける | vt wears (glasses) |
| 青い | あおい | adj (is) blue; green |
| ぼうし | ぼうし | hat |
| かぶる | かぶる | vt wears; puts on (e.g., puts on over the head; wears on the head) |
| くつ | くつ | shoe(s) |
| はく | はく | vt wears (on lower body); puts/pulls on (e.g., wears/puts on shoes/skirt/pants) |
| だれか | だれか | someone |
| 電気 | でんき | electricity |
| 電気をつける | でんきをつける | turns on the light |
| 電気がつく | でんきがつく | the light comes on |

| | | |
|--------|--------|--|
| ならべる | ならべる | <i>vt</i> lines (something) up |
| ならぶ | ならぶ | <i>vi</i> lines up |
| (～て)ある | (～て)ある | <i>verb auxiliary: stative</i> |
| 集める | あつめる | <i>vt</i> gathers; collects |
| ごみ | ごみ | trash; waste |
| すてる | すてる | <i>vt</i> discards; throws away |
| かえす | かえす | <i>vt</i> returns (something) |
| 洋服 | ようふく | clothes (<i>lit.</i> , western clothing; <i>i.e.</i> , <i>European-American style</i> clothing) |
| しまう | しまう | <i>vt</i> puts away |

Dialogue

| | | |
|---------|---------|-------------------------|
| メートル | メートル | (a) meter (measurement) |
| センチ | センチ | (a) centimeter |
| 今度 | こんど | next time |
| しょうかいする | しょうかいする | <i>vt</i> introduces |

Reading

| | | |
|-----------|--------------|--|
| むかし | むかし | ancient/old times; long ago |
| 銀 | ぎん | silver |
| つくる | つくる | <i>vt</i> makes; creates |
| 交差点 | こうさてん; こうさてん | (a) crossing; intersection |
| 通る | とおる | <i>vi</i> passes through; passes by |
| こむ | こむ | <i>vi</i> gets/becomes crowded |
| 地下鉄 | ちかてつ | subway |
| にぎやか(な/に) | にぎやか(な/に) | merry and cheerful; jovial; busy (-ly) |
| いっぱい(の/に) | いっぱい(の/に) | full |
| さがす | さがす | <i>vt</i> searches for |
| ハンドバッグ | ハンドバッグ | handbag; purse |
| イタリア | イタリア | Italy |

| | | |
|------|----------|------------------------------------|
| 外国 | がいこく | foreign country |
| 色 | いろ | color |
| インド人 | インドじん | (a) person from India; (an) Indian |
| 夜 | よる | night |
| 映画 | えいが; えいが | movie |
| ～中 | ～じゅう | through(out); all during |
| 朝 | あさ | morning |
| ひる | ひる | noon; daytime |

SECTION 2. KANJI STUDY

| | | | | |
|------|---|-------------------|---------------|--------|
| 813 | 集 | 集まる | <u>あつ</u> まる | あつ(まる) |
| 821 | 住 | 住む | <u>す</u> む | す(む) |
| 1820 | 洋 | 洋服 | <u>よう</u> ふく | ヨウ |
| 1610 | 服 | 洋服 | よう <u>ふく</u> | フク |
| 533 | 交 | 交 ^さ 差点 | <u>こう</u> さてん | コウ |
| 1348 | 点 | 交 ^さ 差点 | こう <u>さてん</u> | テン |
| 1307 | 通 | 通る | <u>と</u> おる | とお(る) |
| 1783 | 夜 | 夜 | <u>よ</u> る | よる |
| 56 | 映 | 映画 | <u>えい</u> が | エイ |
| 142 | 画 | 映画 | <u>えい</u> が | ガ |

New Readings

- 150 会: タクシー会社 タクシーがいしゃ (17)
 会社 かいしゃ (17)
 会う あう
 169 外: 外 そと (13)
 外国 がいこく
 1257 中: 田中 たなか (4)
 中国 ちゅうごく (4)
 一日中 いちにちじゅう

SECTION 3. DRILL

Substitution:

1. 飛行機^きは 今 東京の上を 飛んでいます。

- Cues: a) うま 森の中を 走る
 b) あの人 町を 散歩^{さん}する
 c) 子供 にわで あそぶ
 d) あの男の人 会社で 働く

2. 私は 毎日 日本語を べんきょうしています。

- Cues: a) 教える
 b) 話す
 c) 読む
 d) つかう

3. そこに 車がとまっています。

- Cues: a) 木 立つ
 b) ねこ ねる
 c) いぬ 死ぬ

4. 田中さんは アメリカに行っています。

- Cues: a) ホワイトさん 日本に来る
 b) お父さん もう ねる
 c) お母さん もう 起きる
 d) よし子さん もう けっこんする

5. クラークさんは まだ 出かけていません。

- Cues: a) 人 集まる
 b) ナンシー けっこんする
 c) 山川さん 来る

6. 私は まだ 新聞を読んでいます。

- Cues: a) 手がみを書く
 b) ごはんを食べる
 c) 先生に会う
 d) おふろに入る

Question-Answer:

7. Q: もう 新かんせんに乗りましたか。

A: いいえ、まだ 乗っていません。

- Cues: a) すきやき / 食べる
 b) おさけ / 飲む
 c) かぶき / 見る
 d) 銀座 / 行く

Substitution:

8. ^{ナツ}鈴木さんは そのしゃしんをもっています。

- Cues: a) その人をおぼえる
 b) そこを知る
 c) 東京に住む

9. 佐藤^{とう}さんは 少し ふとっています。

- Cues: a) やせる
b) つかれる
c) 困る
d) いそぐ

10. その男の人は めがねをかけていました。

- Cues: a) 青いシャツ きる
b) ぼうし かぶる
c) くろいくつ はく

Situation-Response:

11. Tutor: だれかが ドアをあけました。 (あく)

Student: ドアはあいています。

- Cues: a) まど / しめる (しまる)
b) テレビ / なおす (なおる)
c) 電気 / つける (つく)
d) お金 / 入れる (入る)
e) 車 / とめる (とまる)
f) 本 / ならべる (ならぶ)

Substitution:

12. ドアはあけてあります。

- Cues: a) まど しめる
b) 電気 つける
c) 本 集める
d) 水 入れる
e) 車 なおす

Situation-Response:

13. Tutor: 食事を用意して下さい。
Student: 食事は もう 用意してあります。
Cues: a) へや / そうじする
b) お金 / はらう
c) ごみ / すてる
d) 手がみ / 書く
e) 本 / かえす
f) 洋服 / しまう

English Equivalents

1. (The) plane is now flying (along) over Tokyo.
 - a) (The) horse is now running (through) the midst of the forest.
 - b) That person is now strolling (through) the town.
 - c) (The) child is now playing in the garden.
 - d) That man is now working at the company.
2. I'm studying Japanese every day.
 - a) I'm teaching Japanese every day.
 - b) I'm speaking Japanese every day.
 - c) I'm reading Japanese every day.
 - d) I'm using Japanese every day.
3. A car is stopped over there.
 - a) There is a tree standing over there.
 - b) Over there a cat is asleep.
 - c) There is a dead dog over there (*lit.*, Over there a dog is dead).
4. Mr./Mrs./Miss Tanaka has gone to America.
 - a) Mr./Mrs./Miss White has come to Japan.
 - b) Father is already asleep (*or* lying down).
 - c) Mother is already awake (*or* has already gotten up).
 - d) Yoshiko is already married.
5. Mr./Mrs./Miss Clark hasn't left yet.
 - a) The people have not yet gathered.
 - b) Nancy isn't married yet.
 - c) Mr./Mrs./Miss Yamakawa hasn't come yet.
6. I haven't read the newspaper yet.
 - a) I haven't written (the) letter yet.
 - b) I haven't eaten yet.
 - c) I haven't met the teacher yet.
 - d) I haven't had my bath yet.

7. Q: Have you (already) ridden the Bullet?
A: No, I haven't ridden (it) yet.
- a) Have you (already) eaten sukiyaki?
b) Have you (already) drunk sake?
c) Have you (already) seen Kabuki?
d) Have you (already) been to the Ginza?
8. Mr./Mrs./Miss Suzuki has that photograph.
a) Mr. Suzuki remembers him/her.
b) Mr. Suzuki knows that place.
c) Mr. Suzuki lives in Tokyo.
9. Mr./Mrs./Miss Sato is a little fat.
a) Mr. Sato is a little thin.
b) Mr. Sato is a little tired.
c) Mr. Sato is a little perplexed.
d) Mr. Sato is in somewhat of a hurry.
10. That man was wearing glasses.
a) That man was wearing a blue shirt.
b) That man was wearing a hat.
c) That man was wearing black shoes.
11. Tutor: Someone opened the door.
Student: The door is open.
- a) Someone shut the window. The window is shut.
b) Someone repaired the television. The television is repaired.
c) Someone turned on the light. The light is on.
d) Someone put money in. There's money inside (it).
e) Someone stopped the car. The car is parked.
f) Someone lined up the books. The books are lined up.
12. The door is open. (Someone opened it.)
a) The window is shut. (Someone shut it.)
b) The light is on. (Someone turned it on.)
c) The books are collected. (Someone collected them.)
d) The water has been put in. (Someone put it in.)
e) The car is fixed. (Someone fixed it.)
13. Tutor: Prepare the meal, please.
Student: The meal is already prepared.
- a) Clean the room, please. The room is already clean.
b) Pay the money, please. The money is already paid.
c) Take out the garbage, please. The garbage has already been taken out.
d) Write the letter, please. The letter is already written.
e) Return the book, please. The book is already returned.
f) Put away the clothes, please. The clothes are already put away.

SECTION 4. GRAMMAR

20.1. STATIVE AUXILIARIES *iru* AND *áru* (see 16.2.2. for another use of *iru*). Verbal auxiliaries accompanying a main verb inflection for gerund (*-te* form) were introduced first in Lesson 16. The verb *iru* *is*, when used as an auxiliary, was shown (in Lesson 16) to form the "progressive tense" in Japanese. But the auxiliaries *iru* and *áru* function to indicate a state; i.e., an event which is viewed as having taken place at some undesignated time in the past but continues into the present--in other words, a state is different from a "progressive" action which is an event taking place at the present moment, and a state is different from a "past" action which is an event that took place and was completed in the past.

20.1.1. PROGRESSIVE (*-te + iru*).

- | | |
|--|------------------------------------|
| (a) <i>Íma dóa o akete imásu.</i> | (I)'m now opening the door. |
| (b) <i>Máinichi nihoŋgo o beŋkyō-shite imásu.</i> | (I)'m studying Japanese every day. |
| (c) <i>Suzuki-saŋ wa Tōkyō de hataraite imásu.</i> | Mr. Suzuki is working in Tokyo. |

20.1.2. STATIVE. When a verb root has both an intransitive and a transitive form (see 20.2), *always* use *iru* with the intransitive member of the pair and *áru* with the transitive:

- | | |
|---------------------------------------|--|
| (a) <i>Dóa wa/ga aite imásu.</i> | The door's open. |
| (b) <i>Dóa wa/ga akete arimásu.</i> | The door's open (i.e., someone opened it, and it now stands open). |
| (c) <i>Básu wa/ga tomatte imásu.</i> | The bus is stopped. |
| (d) <i>Básu wa/ga tomete arimásu.</i> | The bus is stopped (i.e., someone stopped it and it is now in that state). |

When the verb does not have both intransitive and transitive forms, use *iru* with transitive as well as intransitive verbs:

- | | |
|--|--|
| (e) <i>Suzuki-saŋ wa Tōkyō ni sūnde imásu.</i> | Mr. Suzuki lives in Tokyo. |
| (f) <i>Howáito-saŋ wa Nihōn ni kité imásu.</i> | Mr. White is in Japan (i.e., he has come to Japan and he is still here). |
| (g) <i>Sátō-saŋ wa sukōshi futótte imásu.</i> | Mr. Sato's a bit fat. |
| (h) <i>Sore o shitte imásu.</i> | I know that. |
| (i) <i>Sore o obóete imásu ka?</i> | Do you remember that? |
| (j)* <i>Sono otoko no hitó wa mégane o kákete imásu.</i> | That man wears glasses. |

20.2. TRANSITIVE-INTRANSITIVE VERB PAIRS. Several sets of verb pairs (one transitive, the other intransitive) have been introduced in this lesson. The student will no doubt be interested in discovering some rule or pattern by which

*Note that this sentence does not mean, "That man is now putting on his glasses." To say this, Japanese would use a sentence like, *Sono otoko no hitó wa mégane o kákete iru tokorô desu*. A number of verbs, and in particular, verbs meaning "wears on the body," are treated as states in Japanese.

the transitive is distinguished from the intransitive member. There is indeed "pattern" in these pairs, but it is a very complex pattern which does not lend itself to a simple explanation. Perhaps the following grouping will help to bring out some of the distinctive features of these sets of verbs:

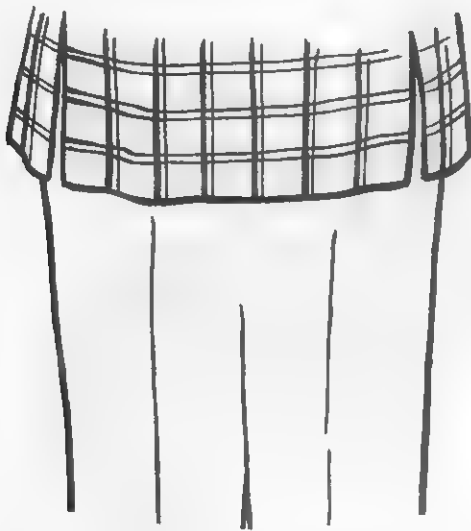
TRANSITIVE-INTRANSITIVE VERB PAIRS

| | | | |
|--------------|--------------------------|-----------|--------------------------|
| (a) atsuméru | gathers (something) | atsumáru | (things) gather |
| kakéru | hangs (something) | kakáru | (something) hangs |
| toméru | stops (something) | tomáru | (something) stops |
| shiméru | closes (something) | shimáru | (something) closes |
| (b) akeru | opens (something) | aku | (something) opens |
| naraberu | lines up (something) | narabu | (something) lines up |
| tatéru | stands (something) up | tátsu | (something) stands up |
| tsukéru | turns (something) on | tsúku | (something) comes on |
| yameru | stops (something) | yamu | (something) stops |
| (c) dásu | puts (something) out | déru | (something) goes out |
| arawásu | reveals (something) | arawaréru | (something) is revealed |
| (d) naósu | repairs (something) | naóru | (something) is repaired |
| tósu | puts (something) through | tóru | (something) goes through |
| watasu | passes (something) over | wataru | (something) crosses over |
| (e) noseru | puts (something) on | noru | (something) rides on |

Certain formatives (i.e., characteristic sounds or sound combinations) may be observed as the distinguishing features between words of the left-hand and right-hand columns. For example, the sounds -e- and -a- distinguish the pairs in group (a), and the sounds -s- and -r- distinguish the pairs in group (d). Native speakers seem to respond to the sound *s* in verbs as indicating the meaning of "active" or "causative." It is interesting to note that this sound occurs in the left-hand, or "transitive," column.

20.3. TRANSITIVE VERBS AND áru. Transitive verbs which have no corresponding intransitive form also occur with the auxiliary áru to bring out a "passive" meaning. Example: Tegami wa mō káite arimásu. *The letter is already written.* Note that the original Object tegami o transforms to Topic tegami wa in such constructions.

SECTION 5. DIALOGUE



田 中： スミスさん、 あなたは 山本さんを知っていますか。

スミス： ええ、 知っていますよ。

田 中： どんな人ですか。

スミス： そうですね・・・・・・。

田 中： めがねをかけていますか。

スミス： いいえ、 かけていません。

田 中： ふとっていますか。

スミス： いいえ、 やせていますよ。 せが高いです。

田 中： どのくらいですか。

スミス： 1メートル80センチくらいです。

田 中： それは 高いですね。 今度 しょうかいして下さい。

スミス： ええ、 いいですよ。



English Equivalents

Tanaka: Mr. Smith, do you know Mr. Yamamoto?

Smith: Yes, I know (him).

Tanaka: What kind of a person is he?

Smith: Let me see

Tanaka: Does he wear glasses?

Smith: No, he doesn't wear (glasses).

Tanaka: Is he fat?

Smith: No, he's thin. He's tall.

Tanaka: About how (tall) (is he)?

Smith: About one meter and eighty centimeters.

Tanaka: That's tall, isn't it. Next time introduce (us), please.

Smith: Sure (I'll be glad to) (lit., It's all right).

SECTION 6. READING

銀座

5 おかし、銀座では銀のお金を造っていました。それで、銀座といえます。新しいものはほとんど銀座からはじまりました。新しいものが好きな人は銀座へ行きます。

10 ここは銀座の大きい交差点です。前はこの道を電車が通っていました。今は車とバスでとてもこんでいます。便利な地下鉄も走っています。人もたくさん歩いていきます。銀座はとてにぎやかな所です。

15 銀座にはゆうめいなデパートがあります。大きいレストランもあります。新しい店も出来ました。けれども、古い店もかなりのこつています。洋服の店もずい分あります。中は新しい物でいっぱいです。男の人がかどの店でネクタイをさがしています。ハンドバッグやくつの店もいろいろあります。女の人がイタリアのくつを見ています。また、ゆうめいなとけいの店もあります。五、六人の外国の人がとけいを買っています。着物の店では

20 フランスの女の人が、うつくしい着物を買いました。着物の色は、とてもきれいです。カメラの店ではインド人が、カメラをさがしています。銀座の店はみんなきれいです。でも、高いです。

25 夜の銀座は、もっとにぎやかになります。レストランでは、男の人たちが、ビールを飲んでいます。アメリカ人が、喫茶店で、日本人と話しています。小さいすし屋も、ずい分こんでいます。ここのおすしは、おいしいです。でも、高いです。ですから、若い人は、あまり来ていません。

30 映画かんもこんでいます。アメリカ映画です。若い人が、ずい分見えています。映画は、十時に終わりました。そして、今、十時半です。

35 銀座は、まだにぎやかです。一日中、起きています。一年中、動いています。でも、朝は静かです。ひるから、また、にぎやかになります。

SECTION 7. EXERCISES

Fill each blank with either *いる* or *ある* in Polite *-mas-* form:

1. ごみが すてて ____ 。
2. この中には おさとうが 入れて ____ 。
3. 本が ならべて ____ 。
4. わたしは 英語を 知って ____ 。
5. へやに 電気が ついて ____ 。

Change the auxiliary without changing the basic meaning (i.e., change *いる* to *ある*, and vice versa, making whatever modification is necessary in the main verb and particles):

6. ドアが あいています。
7. ケーキは やけています。
8. 車は とめてあります。

9. 男の人が たくさん 集まっています。
10. まどは しめてあります。

Answer in Japanese:

11. あなたは 今 どこに 住んでいますか。
12. あなたのお父さんは ふとっていますか。
13. あなたは インドのれきしを 知っていますか。
14. あなたは 日本語の本を もっていますか。
15. あなたのとなりの人は めがねをかけていますか。

Express in Japanese:

16. The children are playing now.
17. He (that person) is in a hurry. (*Hint: "is hurrying"*)
18. The girl is sleeping now.
19. The rain has stopped.
20. Mr. Tanaka is married.
21. I have not read the book yet.
22. There stands a strange(-looking) man.
23. Mrs. Smith has already come to Japan.
24. Do you know Mr. Hayashi well?

No, I don't know him very well.

Add accent marks to all the above.

SECTION 8. VOCABULARY ENRICHMENT

VERB PAIRS

車が とまっています。

The car is stopped.

車が とめてあります。

The car is (has been) stopped.

(だれかが その車を とめました。)

(Someone stopped it.)

車を とめています。

X is stopping the car.

| Verb takes | N+を | slot | Verb does not take | N+を | slot |
|------------|-----------|---------------------|--------------------|-------------|------------------|
| (a) 始める | begins | (something) | 始まる | (something) | begins |
| かける | hangs | (something) | かかる | (something) | hangs |
| 決める | decides | (something) | 決まる | (something) | is decided |
| 見つける | finds | (something) | 見つかる | (something) | is found |
| 広げる | spreads | (something) | 広がる | (something) | spreads |
| (b) 開ける | opens | (something) | 開く | (something) | opens |
| 並べる | lines | (something) up | 並ぶ | (something) | lines up; queues |
| 付ける | attaches | (something) | 付く | (something) | is attached |
| やめる | quits | (something) | やむ | (something) | quits |
| 立てる | stands | (something) up | 立つ | (something) | stands up |
| (c) 出す | puts | (something) out | 出る | (something) | goes; comes out |
| 増やす | increases | (something) | 増える | (something) | increases |
| 流す | lets | (something) flow | 流れる | (something) | flows |
| 濡らす | wets | (something) | 濡れる | (something) | becomes wet |
| (d) なおす | repairs | (something) | なおる | (something) | is repaired |
| 戻す | returns | (something) | 戻る | (something) | returns |
| 通す | passes | (something) through | 通る | (something) | passes through |
| 渡す | passes | (something) over | 渡る | (something) | passes over |

AN OUTLINE OF JAPANESE GRAMMAR

210 JAPANESE SENTENCES

| | | |
|---|--|-------|
| Tómasu desu. | (I) am Thomas. | [1] |
| Watashi wa Tómasu desu. | I am Thomas. | [2] |
| Watashi wa géñki desu. | I am well. | [3] |
| Kore wa gakkō desu. | This is a school. | [4] |
| Kore wa gakkō deshō. | This is probably a school. | [5] |
| Kore wa gakkō datta deshō. | This probably was a school. | [6] |
| Kore wa gakkō deshita. | This was a school. | [7] |
| Watashi wa Tómasu de wa arimasēn. | I am not Thomas. | [8] |
| Watashi wa géñki de wa arimasēn. | I am not well. | [9] |
| Kore wa gakkō de wa arimasēn. | This is not a school. | [10] |
| Kore wa gakkō de wa arimasēn deshita. | This was not a school. | [11] |
| Watashi wa géñki de wa arimasēn deshita. | I was not well. | [12] |
| Kore wa gakkō de nai deshō. | This is probably not a school. | [13] |
| Kore wa gakkō de wa nakatta deshō. | This probably wasn't a school. | [14] |
| Muzukashii desu. | (It) is difficult. | [15] |
| Kono hōn wa muzukashii desu. | This book is difficult. | [16] |
| Watashi wa isogashii desu. | I am busy. | [17] |
| Takai desu. | (It) is tall. | [18] |
| Sē ga takai desu. | (He) is tall. | [19] |
| Ano géñki na hito wa Yamamoto-san desu. | That well/full of life person is Mr. Yamamoto. | [20] |
| Muzukashii deshō. | It's probably difficult. | [21] |
| Muzukashikatta deshō. | It was probably difficult. | [22] |
| Isogashikatta desu. | (I) was busy. | [23] |
| Sono hōn mo kono hōn mo muzukashikatta desu. | That book and this book were both difficult. | [24] |
| Muzukashiku (wa) arimasēn. | (It) isn't difficult. | [25] |
| Kono hōn to kono hōn wa muzukashiku nai (desu). | This book and this book are not difficult. | [26] |
| Tanaka-san wa sē ga takaku wa nai desu. | Mr. Tanaka isn't tall. | [27] |
| Kono hōn wa muzukashiku wa arimasēn deshita. | This book wasn't difficult. | [28] |
| Kono hōn wa muzukashiku nakatta (desu). | This book wasn't difficult. | [29] |
| Sono hōn wa muzukashiku wa nai deshō. | That book probably isn't difficult. | [30] |
| Sono hōn wa muzukashiku (wa) nakatta deshō. | That book probably wasn't difficult. | [31] |
| Dekimasu. | (I) can do (it). | [32] |
| Ikimasu. | (I) go / am going. | [33] |
| Dōa ga akimasu. | (The) door opens. | [34] |
| Kitto géñki ni narimasu. | (He)'ll get well for sure. | [35] |
| Kitto atsuku narimasu. | It'll get hot for sure. | [36] |
| Ikimashō. | Let's go! | [37] |
| Dekiru deshō. | (He) can probably do (it). | [38] |

- [39] Kono dōa wa aku deshō. This door probably opens.
 [40] Gēnki ni natta deshō. (He) probably got well.
 [41] Gēnki ni naru deshō. (He)'ll probably get well.
 [42] Kitto atsuku naru deshō. I'm sure it'll get hot.
 [43] Dōa ga akimashita. The door opened.
 [44] Musumē ga byōki ni narimashita. My daughter is/became sick.
 [45] Sōra ga akaruku narimashita. The sky became bright.
 [46] Dekimasēn. (I) can't do (it).
 [47] Ikimasēn. (I)'m not going.
 [48] Dōa wa akimasēn. (The) door doesn't/won't open.
 [49] Ikimasēn deshita. (I) didn't go.
 [50] Ikanakatta (desu). (I) didn't go.
 [51] Dōa wa akimasēn deshita. (The) door didn't open.
 [52] Dōa wa akanakatta (desu). (The) door didn't open.
 [53] Musumē wa gēnki ni narimasēn deshita. My daughter didn't get well.
 [54] Musumē wa gēnki ni naranakatta (desu). My daughter didn't get well.
 [55] Ikanai deshō. (He) probably isn't going.
 [56] Ikanakatta deshō. (He) probably didn't go.
 [57] Dōa wa akanakatta deshō. (The) door probably didn't open.
 [58] Tanaka-saṅ ga ikemasu/ikaremasu. Mr. Tanaka can go.
 [59] Tanaka-saṅ wa dekakeraremasu. Mr. Tanaka can leave.
 [60] Ame ni furare mashita. (I) was/got rained on.
 [61] Kodomo o arukasemashita. (I) made (my) child walk.
 [62] Kodomo ni hodō o arukasemashita. (I) made (my) child walk the sidewalk.
 [63] Kodomo wa seṅsē ni hodō o arukasemashita. (The) children were made to walk (on) the sidewalk by the teacher.
 [64] Tabemasu. (He) eats / will eat.
 [65] Pān o tabemasu. (He) eats / will eat bread.
 [66] Kodomo wa/ga pān o tabemasu. (My) child eats / will eat bread.
 [67] Sātō-saṅ wa/ga kodomo ni ēgo o oshiemasu. Mr. Sato teaches / will teach children English.
 [68] Pān o tabemashō. Let's eat bread.
 [69] Watashi ga o-kane o haraimashō. I'll pay (the money).
 [70] Sātō-saṅ wa/ga kodomo ni ēgo o oshieru deshō. Mr. Sato will probably teach children English.
 [71] Kodomo wa/ga pān o tabemashita. (My) child ate bread.
 [72] Sātō-saṅ wa/ga kodomo ni ēgo o oshiemashita. Mr. Sato taught children English.
 [73] Tabemasēn. (He) won't eat.
 [74] Pān o/wa tabemasēn. (He) won't eat bread.
 [75] Kodomo wa pān o tabemasēn. (My) child won't/doesn't eat bread.
 [76] Sātō-saṅ wa kodomo ni ēgo o oshiemasēn. Mr. Sato won't/doesn't teach children English.
 [77] Kodomo ni wa ēgo o oshiemasēn. (He) won't/doesn't teach English to children.
 [78] Kodomo wa pān o/wa tabemasēn deshita. (My) child didn't eat bread.
 [79] Kodomo wa pān o/wa tabenakatta (desu). (My) child didn't eat bread.
 [80] Kodomo ni ēgo o oshiemasēn deshita. (He) didn't teach children English.
 [81] Kodomo ni ēgo o oshienakatta (desu). (He) didn't teach children English.
 [82] Pān wa tabenai deshō. (He) probably won't eat bread.
 [83] Sātō-saṅ wa ēgo o oshienakatta deshō. Mr. Sato probably didn't teach English.
 [84] Kodomo wa ēgo no hōn ga yomemasu. (My) child can read English books.

| | | |
|--|---|-------|
| Súmisu-saṅ wa o-sashimi ga tabe-raremasu. | Mr. Smith can eat <i>sashimi</i> (raw fish). | [85] |
| Kodomo wa okāsaṅ ni shikarare-māshita. | The child was scolded by (his) mother. | [86] |
| Hayashi-saṅ wa obāsaṅ ni sodateraremāshita. | Mr. Hayashi was reared by (his) grandmother. | [87] |
| Kodomo ni pān o tabesasemāshita. | (I) fed (my) child bread. / I made/let my child eat bread. | [88] |
| Kodomo wa okāsaṅ ni pān o tabesaseraremāshita. | (My) child was fed / made to eat bread by (his) mother. | [89] |
| Mizu ga nomitāi desu. | (I) want a drink of water. | [90] |
| Iké. | Go! | [91] |
| Míro. | Look! | [92] |
| Ikú na. | Don't go! | [93] |
| Míru na. | Don't look! | [94] |
| Kyō (Time) Tōmasu-saṅ wa maguro o tabemāshita. | Today Mr. Thomas ate tuna. | [95] |
| Tōmasu-san wa osushiya de (Location) tabemāshita. | Mr. Thomas ate at the sushi shop. | [96] |
| Tōmasu-saṅ wa oishisō ni (Manner) maguro o tabemāshita. | Mr. Thomas ate tuna in a manner as if he thought it delicious. | [97] |
| Tōmasu-saṅ wa maguro o ohāshi de (Means) tabemāshita. | Mr. Thomas ate tuna with chopsticks. | [98] |
| Tōmasu-saṅ wa hitōtsu (Counter as Object) tabemāshita. | Mr. Thomas ate one. | [99] |
| Tōmasu-saṅ wa Sātō-saṅ to (Accompaniment) maguro o tabemāshita. | Mr. Thomas ate tuna with Mr. Sato. | [100] |
| Kyō (Time) Tōmasu-saṅ wa (Subject/Topic) osushiya de (Location) Sātō-saṅ to (Accompaniment) maguro o (Object) ohāshi de (Means) oishisō ni (Manner) tabemāshita (Predicate). | Today, Mr. Thomas ate tuna with chopsticks at the sushi shop with Mr. Sato. | [101] |
| Hái. | Yes. | [102] |
| (Itta yo!) Amerika ni . . . | (He went!) To America | [103] |
| Kāzuko-saṅ ni sore o . . . | (Give) that to Kazuko. | [104] |
| Okāsaṅ. Anō | Mother! Uh | [105] |
| Anāta wa gakusē desu ka? | Are you a student? | [106] |
| Tōmasu-saṅ wa wakāi desu ka? | Is Mr. Thomas young? | [107] |
| Tōmasu-saṅ wa kimāsu ka? | Is Mr. Thomas coming? | [108] |
| Tōmasu-saṅ wa hōn o kaimāsu ka? | Will Mr. Thomas buy (the) book? | [109] |
| Kore wa gakkō desu yo. | This is a <i>school</i> . | [110] |
| Tōmasu-saṅ wa mé ga warúi desu yo. | Mr. Thomas's eyes are bad. | [111] |
| Ikimāsu yo. | I'm <i>going</i> . | [112] |
| Sātō-saṅ wa kodomo ní wa ēgo o oshiemasēn wa. | Mr. Sato doesn't teach English to children, you know. | [113] |
| Kore wa gakkō desu keredo. | This is a school. | [114] |
| Musumé wa wakāi desu keredomo. | (My) daughter's young, so/but . . . | [115] |
| Ikimāsu ga. | I'm going, though. | [116] |
| Sātō-saṅ wa kodomo ní wa ēgo o oshiemasēn keredomo. | But Mr. Sato won't teach children English. | [117] |
| Káji da! | Fire! | [118] |
| Ureshii! | Wonderful! (<i>lit.</i> , I'm happy!) | [119] |
| Ikemasēn né. | That's too bad! | [120] |
| Sore o tabenáide yo! | Don't eat that! | [121] |
| Kore wa gakkō ná no/n desu. | This is a school (you see). | [122] |
| Tōmasu-saṅ wa mé ga warúi no/n desu. | Mr. Thomas's eyes are bad (you see). | [123] |
| Kono dōa wa akú no/n desu. | This door opens (you see). | [124] |

- [125] Sātō-saṅ wa kodomo ni ēgo o oshie-rū no/n desu. Mr. Sato teaches children English (you see).
- [126] Seṅshū byōki datta gakuṣe wa dare desu ka? Who is the student who was sick last week?
- [127] Tanaka-san ga/no kaita hōn wa dore desu ka? Which is the book that Mr. Tanaka wrote?
- [128] Itakatta yubi wa mō naorimashita ka? Has the finger which was hurting already healed?
- [129] Kore wa nakute wa naranai monō desu. This is something (one) cannot do without.
- [130] Byōki no tamē ni ikimasēn deshita. (I) didn't go because I was sick.
- [131] Fūji-saṅ ni nobotta kotō ga arimasu ka? Have you ever climbed Mt. Fuji?
- [132] Nihongo o yōmu kotō ga dekimasu ka? Can you read Japanese?
- [133] Atarashī kuruma o kau tsumori desu. (I) plan to buy a new car.
- [134] Anata wa ē ga sukī na hazu desu, ne. You like pictures, don't you (from what I hear).
- [135] Chōdo gasorin ga nakunaru tokorō deshita. The gasoline was just about to give out.
- [136] Iku baai mo ikanai baai mo arimasu. There are times when I go and times when I don't go.
- [137] Asobu tokī kono kutsū o hakimasu. When (I) play, I wear these shoes.
- [138] Tābete nemashita. (I) ate and (then) went to bed.
- [139] Tabēnaide nemashita. (I) went to bed without eating.
- [140] Ōkite, tābete, mata nemashita. (I) got up, ate, and went back to bed.
- [141] Seṅsē ga hanashite, sēto ga kiki-mashita. The teacher talked and the pupils listened.
- [142] Kore wa hōn de, are wa nōto desu. This is a book and that is a notebook.
- [143] Kore wa hōn de nakute nōto desu. This is not a book; it's a notebook.
- [144] Tārō wa hāyaku(te), Jirō wa osōi desu. Taro's fast and Jiro's slow.
- [145] Kono kuruma wa naka ga hirokute, tsukaiyasui desu. This car is roomy and easy to drive (lit., easy to use).
- [146] Kinō wa gakkō kara kaette kitē, sore kara Kāzuko-saṅ to atte, Shinjuku e iki, issho ni shokuji-shite, ēga o mimashita. Yesterday (I) came home from school and then met Kazuko, went to Shinjuku, had dinner together, and saw a movie.
- [147] Yōku tabēru shi, yōku nemasu. (He) eats well and (he) sleeps well.
- [148] Kyō mo (kōnai shi,) ashita mo kimasēn. (She)'s not coming today and (she) is not coming tomorrow either.
- [149] Té mo (arāu [deshō] shi,) ashī mo arāu (deshō). I think (he)'ll wash (his) hands and (I think he'll wash his) feet.
- [150] Yamā de mo (īi shi,) ūmi de mo īi desu. The mountains are fine, and the ocean is fine too.
- [151] Ane wa utsukushī shi, imōtō wa yasashī desu. The older sister's beautiful and the younger sister's sweet.
- [152] Kikoerū keredomo, wakarimasēn. (I) can hear, but (I) can't understand.
- [153] Ototōi wa kōnakatta keredo, kinō wa kimashita. (He) didn't come day before yesterday, but (he) came yesterday.
- [154] Ano ēga wa omoshirōi ga, yōku arimasēn. That movie's interesting, but it isn't good.
- [155] Anō hito wa majime dā shi, yōku beṅkyō-surū keredomo/ga, sēseki wa yōku arimasēn. He's conscientious and studies hard, but his grades are not very good.

| | | |
|--|--|-------|
| Kore wa byōin desu ka, soreto mo biyōin desu ka? | Is this a hospital or is it a beauty parlor? | [156] |
| Anata wa hōn o shirabemashita ka, shirabemasēn deshita ka? | Did you consult a book or did you not (consult a book)? | [157] |
| Dakara, hoshii ka dō ka itte kudasai. | So, say whether you want it or not. | [158] |
| Sono hito ga isha datta ka sō de nakatta ka shirimasēn. | (I) don't know whether he was a doctor or not. | [159] |
| Kodomo ga tōndari, hānetari shite imasu. | The children are jumping and bounding about. | [160] |
| Iinkai wa suiyōbi dattari, kin-yōbi dattari shimasu. | The committee meeting is sometimes Wednesday and sometimes Friday. | [161] |
| Otēnki wa yōkattari, wārukattari shimasu. | The weather alternates between good and bad. | [162] |
| Tanaka-san ga kuru kara, hayaku iē ni kaerimasu. | Since Mr. Tanaka's coming, I'm going home early. | [163] |
| Kore wa warui kara, irimasēn. | This is bad, so I don't want it. | [164] |
| Chikai tokoro da kara, aruite ikimasu. | Since it's near, I'll walk. | [165] |
| Tsukareta no de, nemashita. | I was tired, so I went to bed. | [166] |
| Sono ryōri wa oishii no de, bikkuri-shimashita. | (I) was surprised at how good the food was. | [167] |
| Ichiman-en nā no de, kaimasēn deshita. | It cost ¥10,000 so I didn't buy it. | [168] |
| Nagaku matta no ni, kimasēn deshita. | In spite of the fact that (I) waited a long time, (he) didn't come. | [169] |
| Muzukashii no ni, yōku dekimashita. | (He) did well in spite of the fact that it was/is difficult. | [170] |
| Taisetsu nā no ni, wasurete shimaimashita. | (I) forgot, even though it was important. | [171] |
| Ano hito ga kuru made matte kudasai. | Wait until he comes. | [172] |
| Shirabete mo muda desu yo. | It will do no good to investigate. | [173] |
| Soko ga donna tokoro de mo, watashi wa ikimasu. | No matter what kind of a place it is, I'm going. | [174] |
| Ātsukute mo kaimasēn. | (I) don't care if it's hot. | [175] |
| Ano hito ga ikū no de wa, watashi wa ikitaku arimasēn. | If he's going, I don't want to go. | [176] |
| Gōhan o tābete kara ikimashō. | After we eat, let's go. | [177] |
| Gōhan o tābeta kara ikimashō. | (I've) eaten, so let's go. | [178] |
| Gōhan o tābetara ikimashō. | When we've eaten, let's go. | [179] |
| Ātsukattara, mado o akete kudasai. | If (you)'re hot, open a window. | [180] |
| Takai hōn dattara, irimasēn. | If (it)'s an expensive book, (I) don't want (it). | [181] |
| Anata ga ikēba, watashi mo ikimasu. | I'll go providing you go. | [182] |
| Anata ga ikanakereba, watashi mo ikimasēn. | If you're not going, I'm not going either. | [183] |
| Hayakereba hayai hodo ii desu. | The earlier the better. | [184] |
| Kaimono ni ikū nara, tsuide ni pān o kattē kite kudasaimasēn ka? | If you're going shopping (as you say you are) would you buy some bread for me, please? | [185] |
| Byōki nara, yasūnda hō ga ii desu. | If you're sick (as apparently you are) you ought to rest. | [186] |
| Āme ga furu to komarimasu. | If it rains, we'll be in a fix. | [187] |
| Kodomo ga ooi to ii desu. | I hope there'll be a lot of children. | [188] |
| Kodomo ga genki da to, oyā wa anshin desu. | When/if the children are well, the parents are relieved / at ease. | [189] |

- [190] *Áme ga furánakute mo, isogáshi-kattara kyô wa kónai deshô.*
Even if it doesn't rain, if (he)'s busy (he) probably won't come today.
- [191] *Áme ga furánakute mo, isogashíi kara kyô wa kónai deshô.*
Even if it doesn't rain, since (he)'s busy (he) probably won't come today.
- [192] *Térebí nara, sono misé ni ittára, kitto íi no ga áru deshô.*
If it's a T.V. (you want), if (you) go to that store I'm sure they have good ones.
- [193] *Hanashinágara arúite imásu.*
(He)'s walking while talking.
- [194] *Zañnen nágara watashi wa ikaremasén.*
I'm sorry but I can't go.
- [195] *Watashí wa Buráuñ to mōshimásu.*
My name is Brown.
- [196] *Kore wa Nihoñgo de nán to imásu ka?*
What's this called in Japanese?
- [197] *Kyô wa futsuka da to omoimásu.*
I think today's the second.
- [198] *Kono hōñ wa omoshirōi to omoi-máshita.*
I thought this book was interesting.
- [199] *Anō hito wa jibuñ ga báka da to (wa) omōtte imasén.*
He doesn't think himself a fool.
- [200] *Ikō ka ná to omōtte imásu.*
I'm thinking of going.
- [201] *Tanaka-sañ ni, "Kimi ga iké," to iwaretá no de, ikimáshita.*
I went because Mr. Tanaka told me to (*lit.*, Because I was told by Mr. Tanaka, "You go!" I went).
- [202] *"Kore o míro," to ittá no ni, mimasén deshita.*
In spite of the fact that (he) said, "Look at this!" I didn't look.
- [203] *"Dare ni mo yuú na," to iwarete irú no de, yuu wáke ni wa ikimasén.*
I was told not to tell anyone, so I can't very well tell.
- [204] *Plain: Á, nōdo ga kawáita. Náni ka náí?*
Polite: Á, nōdo ga kawakimáshita. Náni ka arimasén ka?
Ah, I'm thirsty. Is there anything (to drink)?
- [205] *Plain: Ocha ga áru wa.*
Polite: Ocha ga arimásu yo.
There's (some) tea.
- [206] *Plain: Ūñ, ocha ga nomitái.... Á, oishii.*
Polite: Háí, ocha ga nomitái desu.... Á, oishíi desu.
Yes, I'd like (to drink some) tea.
Ah, it's delicious!
- [207] *Honorific: Yamamoto-sañ de iras-shaimásu ka?*
Are you Mr. Yamamoto?
- [208] *Humble: Háí, Yamamoto de go-zaimásu.*
Yes, I am Yamamoto.
- [209] *Honorific: Yamamoto-sañ wa o-nomi ni narimásu ka?*
Are you drinking, Mr. Yamamoto?
- [210] *Honorific: Okosama wa ôkikute irasshaimásu, ne.*
Your child(ren) is/are big, isn't/aren't he/they?

APPENDIX 2

GRAMMAR EXPLANATIONS IN VOLUME I

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APPENDIX 3

VOCABULARY INTRODUCED IN VOLUME I

Entries are made in four columns: The first column is romaji, in alphabetical order; items which occur in *Sound Patterns* (Units 1-5) are indicated "SP-1," etc. The second column is in kana with the number of the lesson if the item first occurred in this form. The third column is in kanji with the number of the lesson in which the item first occurred in kanji; if the item does not occur in kanji in these lessons, but is commonly written in kanji, this is indicated by enclosing the kanji in parentheses. The fourth column gives the English equivalent.

Consonant verbs are marked .u, and Vowel Verbs are marked .ru. Irregular aru, iku, kuru, and suru are not marked with the period but have the notation "(irr.)."

■ A

| | | | | |
|-------------|------|-----------|---------|--|
| a | 2 | あ | | <i>an exclamation</i> |
| ā | 2 | ああ | | <i>an interjection</i> |
| Afurika | 15 | アフリカ | | Africa |
| age.ru | 6 | あげる | 8 上げる | <i>vt gives (e.g., I give you) (a different verb is used to express "You give me")</i> |
| aisu-kurīmu | SP-2 | (アイスクリーム) | | ice cream |
| ākachañ | | | 9 赤ちゃん | baby |
| aka-dēñwa | | | 16 赤電話 | red phone |
| akai | 3 | あかい | 6 赤い | <i>adj (is) red</i> |
| akarui | | | 19 明るい | <i>adj (is) bright; light; cheerful</i> |
| ake.ru | SP-2 | 6 あける | (開ける) | <i>vt opens</i> |
| āki | SP-4 | 9 あき | 18 秋 | fall; autumn (one of the seasons) |
| ak.u | | 8 あく | (開く) | <i>vi opens</i> |
| amari | 11 | あまり | | (not) very (much) (<i>occurs with neg.</i>) |
| āme | SP-5 | | 18 雨 | rain |
| ame | SP-5 | (あめ) | | (hard) candy |
| Amerika | | 4 アメリカ | | America |
| Amerikājiñ | | | 1 アメリカ人 | (an) American (person) |
| anāta | SP-2 | 1 あなた | | you |
| anatagata | | | 12 あなた方 | you (<i>plural</i>) |
| ane | | 4 あね | (姉) | (one's own) older sister |
| āni | | 4 あに | (兄) | (one's own) older brother |
| ano | 2 | あの | | that (over there [distant from both the speaker and the person addressed]) |
| ao-dēñwa | | | 16 青電話 | blue phone |
| aōi | | | 20 青い | <i>adj (is) blue; green</i> |
| ara.u | 13 | あらう | (洗う) | <i>vt washes</i> |
| are | 1 | あれ | | that (over there) |

| | | | | |
|---------------------|------|---------|--------|-----------------------------------|
| arigatō | 10 | ありがとう | | Thank you (for what you did). |
| gozaimáshita | | ございました | | |
| arigatō | 8 | ありがとう | | Thank you. |
| (gozaimásu) | | (ございます) | | |
| Árisu | 4 | アリス | | Alice (name, fem.) |
| áru (<i>irr.</i>) | 7 | ある | | <i>vi</i> is (<i>inanimate</i>) |
| áru | 16 | ある | (或る) | a certain (<i>deictic</i>) |
| (-te) áru | 20 | (〜て) ある | | verb auxiliary: stative |
| arúku | 5 | あるく | 12 歩く | <i>vi</i> walks |
| ása | | | 20 朝 | morning |
| asátte | 9 | あさつて | | the day after tomorrow |
| ashitá, ashita | 5 | あした | | tomorrow |
| asob.u | 5 | あそぶ | (遊ぶ) | <i>vi</i> plays |
| asoko | 7 | あそこ | | over there |
| a, sōsō | 14 | あ、そうそう | | Oh yes! (I remember) |
| atamá | SP-1 | | 8 頭 | head |
| atarashíi | 3 | あたらしい | 4 新しい | <i>adj</i> (is) new; fresh |
| atatakái | 18 | あたたかい | (暖かい) | <i>adj</i> (is) warm (weather) |
| áto de | 13 | あとで | (後で) | after |
| atsui | 3 | あつい | (厚い) | <i>adj</i> (is) thick |
| atsúi | 3 | あつい | (暑い) | <i>adj</i> (is) hot (weather) |
| atsumár.u | | | 20 集まる | <i>vi</i> gathers; collects |
| atsumé.ru | | | 20 集める | <i>vt</i> gathers; collects |
| á.u | | | 20 会う | <i>vi</i> meets; sees |

■ B

| | | | | |
|-------------------|------|---------|--------|---|
| -bai (-hai, -pai) | 14 | 〜ばい | (〜杯) | <i>classifier for liquid or dry measure; e.g., a cup(ful) of coffee</i> |
| -bañ | | | 16 番 | No. — (number suffix) |
| bánana | SP-3 | バナナ | | banana |
| bañgō, — — bāngō | | | 16 番号 | number (e.g., deñwa bāngō telephone number) |
| básu | SP-3 | バス | | bus |
| bātā | SP-2 | (バター) | | butter |
| beñkyō | SP-4 | べんきょう | (勉強) | study |
| beñkyō-suru | 11 | べんきょうする | (勉強する) | <i>vt</i> studies |
| bēnri (na/ni) | SP-3 | | 2 便利 | convenient; useful; suitable |
| betsu (no/na/ni) | | | 16 別 | another; separate (-ly) |
| bíí! | 16 | ピーツ | | (a) buzz; beep (<i>onomatopoeic for the telephone signal</i>) |
| bíru | SP-2 | ビール | | beer |
| bókushi, bokushi | SP-2 | | (牧師) | (a) pastor; minister; clergyman |

| | | | | |
|-------------------------|------|----|-----------|--|
| -boñ (-hoñ, -poñ) | | 14 | 一本 | <i>classifier for long, cylindrical objects such as pencils</i> |
| bōru-peñ | 1 | | ボールペン | ballpoint pen |
| bōshi | 20 | | ぼうし (帽子) | hat |
| botañ, bótañ | 16 | | ボタン | (a) button |
| būngaku | | 4 | 文学 | literature |
| Burajirū-maru | | 19 | ブラジル丸 | The Brazil Maru (<i>maru is attached to the names of Japanese sailing vessels much like S.S. is attached in English</i>) |
| butaniku | SP-3 | | (豚肉) | pork |
| butsuzō | 12 | | ぶつぞう (仏像) | Buddhist statue |
| -byaku (-hyaku; -pyaku) | | 15 | ～百 | multiple of 100 |
| byōin | | 4 | 病院 | hospital |
| | | 7 | 病院 | |
| byōki | | 2 | 病氣 | sick (<i>note that byōki is not a copular noun</i>) |

■ C

| | | | | | |
|----------------------|------|----------|----|--------------|-----------------------------------|
| chichī | 4 | ちち | 16 | 父 | (one's own) father |
| chiga.u | 15 | ちがう | | (違う) | <i>vi</i> is different |
| chikáku | 13 | ちかく | 14 | 近く | near |
| chikatetsu | SP-2 | | 12 | 地下てつ | subway |
| | | | 20 | 地下鉄 | |
| chikyū | SP-2 | | | (地球) | (planet) earth |
| chīsái | | | 3 | 小さい | <i>adj</i> (is) small |
| chittōmo | 18 | ちつとも | | | (not) at all (<i>with neg.</i>) |
| chīzu | | | 12 | 地図 | map |
| chīzu | SP-2 | (チーズ) | | | cheese |
| chokorēto | SP-2 | (チョコレート) | | | chocolate (candy) |
| chōtto mätte kudasái | SP-5 | | | (ちょっと待って下さい) | Wait a moment, please. |
| chūgákkō | | | 18 | 中学校 | middle school; jr. high |
| Chūgoku | | | 4 | 中国 | China |
| chūgokugo | | | 4 | 中国ご | Chinese (language) |
| | | | 6 | 中国語 | |
| Chūgokújiñ | | | 4 | 中国人 | (a) Chinese (person) |
| chūshajō | | | 15 | 駐車場 | parking space; parking lot |

■ D

| | | | | |
|------------------|------|----|---------|---|
| -dai | | 14 | ～台 | <i>classifier for cars, machines</i> |
| daidokoro | 11 | | (台所) | kitchen |
| daigaku | | 7 | 大学 | university; college |
| daigákusē | | 9 | 大学生 | college/university student |
| daijōbu (na/ni) | 2 | | (大丈夫) | all right; fine; O.K. |
| dáisuki (na/ni) | | 9 | 大好き | likes very much |
| dákara | 5 | | | so; therefore (<i>sentence connective</i>) |
| -dama | | 16 | ～玉 | <i>classifier for coins</i> |
| damé (na/ni) | 2 | | (駄目) | not good; no good |
| dáre | 2 | | (誰) | who? |
| dáre ka | 20 | | (誰か) | someone |
| dás.u | | 15 | 出す | <i>vt</i> puts out; pays (money) |
| de | 11 | | | <i>particle, Location marker</i> |
| de | 13 | | | <i>particle, Means marker</i> |
| de | 17 | | | <i>particle, Reason marker</i> |
| déguchi | SP-2 | 13 | 出口 | exit |
| dekake.ru | | 5 | 出かける | <i>vi</i> goes out (from one's home) |
| deki.ru | | 8 | 出来る | <i>vi</i> is able; can; is done (<i>e.g.</i> , the cake is done) |
| démo | 3 | | | but |
| dénki | | 20 | 電気 | electricity |
| dénki ga tsúk.u | | 20 | 電気がつく | (the) light comes on |
| dénki o tsuké.ru | | 20 | 電気をつける | turns on (the) light |
| deñpō | SP-4 | | (電報) | telegram |
| dēnsha, | SP-4 | 12 | 電車 | electric (powered) train |
| deñsha | | 13 | 電車 | |
| deñwa | SP-4 | 13 | 電話 | telephone |
| deñwa o kaké.ru | | 16 | 電話をかける | telephones; makes a phone call |
| deñwa-suru | 11 | 13 | 電話する | <i>vi</i> telephones |
| depātō | 1 | | | department store |
| dé.ru | | 11 | 出る | <i>vi</i> graduates |
| dé.ru | | 13 | 出る | <i>vi</i> goes out |
| dé.ru | | 16 | 出る | <i>vi</i> answers (the telephone); is on the line |
| deshita | 1 | | | <i>past form of the copula</i> |
| desu | SP-1 | 1 | です | <i>the copula</i> |
| désu kara | 19 | | ですから | therefore; so (<i>polite form of</i> <i>dákara</i>) |
| déte kuru | | 16 | 出て来る | comes out (<i>a verb phrase formed</i> <i>with the auxiliary kûru</i>) |
| déto | 11 | | デート | (a) date; engagement |
| déwa | 16 | | では | well then |
| de wa arimasēn | 1 | | ではありません | <i>neg. form of the copula</i> |
| dō | 10 | | どう | how? |

| | | | | | |
|----------------------------|------|----|---------------------|-------|--|
| dôa | SP-1 | 6 | ドア | | door |
| dô itashimá-shite | SP-1 | 8 | どういたしまして | | Don't mention it! / Think nothing of it! / Not at all! |
| Dóitsu | | 4 | ドイツ | | Germany |
| doitsugo | | 4 | ドイツ語 | 6 | ドイツ語 |
| Doitsujiñ | | | | 1 | ドイツ人 |
| dôko | SP-2 | 7 | どこ | | where? |
| dômo | | 6 | どうも | | indeed; very much |
| dômo arigatô | | 4 | どうもありがとう | | Thank you (very much). |
| dômo arigatô gozai-mâshita | | 10 | どうもありがとう ございました | | Thank you very much (for what you did). |
| dômo arigatô gozaimasu | SP-1 | | (どうもありがとう ございます) | | Thank you very much. |
| dônata | | 2 | どなた | | who? (<i>Polite</i>) |
| dônna | | 7 | どんな | | what; what sort/kind of? |
| dôno | | 2 | どの | | which; what? |
| dono kurai | | 15 | どのくらい | (どの位) | about how much/long/far? etc. |
| doráibu | | 14 | ドライブ | | (a) drive; driving (usually for recreation; e.g., go for a drive) |
| doráibu-suru | | 14 | ドライブする | | <i>vi</i> goes for a drive |
| dôre | | 4 | どれ | | which (of more than two alternatives)? |
| dôriru | | 18 | ドリル | | drill |
| dôro | | 13 | どうろ | (道路) | road |
| -doru | | 15 | 〜ドル | | <i>classifier for dollars</i> |
| doyôbi | | | | 9 | どう日 |
| | | | | | (土曜日) |
| dôzo | SP-1 | 8 | どうぞ | | Please! (e.g., Go ahead, please. / Take this, please; BUT NOT Please give me.) |
| dôzo yoroshiku | | 3 | どうぞよろしく | | How do you do (lit., Please think well of me)? |

■ E

| | | | | | |
|-----------|------|----|--------|----|--|
| e | | 12 | え | | particle, Direction marker |
| e! | | 7 | え | | Eh! (an exclamation) |
| é | SP-5 | 6 | え | 7 | 絵 |
| ê | | 2 | ええ | | (a) picture (drawing; painting) |
| ê, dômo | | 6 | ええ、どうも | | yes (indicates affirmation or consent) |
| êga, êga | | 6 | えいが | 20 | 映画 |
| êgakan | | 11 | えいがかん | | (映画館) |
| êgo | SP-2 | 4 | えいご | 8 | 英語 |
| êki, 'eki | SP-2 | 7 | えき | 12 | 駅 |
| | | | | | station; — Station (railroad) |

| | | | | |
|---------|---|------|------|---------------------------------------|
| (-)ēn | | 3 | (~)円 | (--) yen (<i>Japanese currency</i>) |
| ēnjiñ | 5 | エンジン | | engine; motor (of a car) |
| ēnpitsu | 1 | えんぴつ | (鉛筆) | pencil |

■ F

| | | | | |
|------------------|------|-------|------|---|
| fōku (hōku) | 13 | フォーク | | fork |
| fúbeñ (na/ní) | SP-3 | | 2 | 不便 |
| fude | 13 | ふで | (筆) | inconvenient; unsuitable brush (for writing) |
| Fúji-sañ | | | 17 | 富士山 |
| fukú | SP-3 | | (服) | Mt. Fuji clothing; clothes |
| -fuñ (-puñ) | | | 15 | ~分 |
| fúne | SP-3 | 12 | ふね | classifier for minutes |
| Furañsu | 4 | フランス | 15 | 船 |
| furañsugo | 4 | フランスご | | boat; ship |
| Furañsújiñ | | | 6 | フランス語 |
| furó (o-fúro) | 7 | ふろ | 4 | フランス人 |
| fúr.u | 18 | ふる | (風呂) | France French (language) |
| | | | (降る) | (a) French person |
| furúi | 3 | ふるい | 4 | 古い |
| futarí, futari | | | 14 | 二人 |
| futatsú, futatsu | | | 14 | 二つ |
| futór.u | 5 | ふとる | (太る) | two persons two |
| futsū (no/ní) | 18 | ふつう | (普通) | <i>vi</i> becomes fat |
| futsuka | | | 10 | 二日 |
| fuyú, fuyu | SP-4 | | 9 | 冬 |
| | | | | usual; ordinary (-ly) the second (of the month) winter (one of the seasons) |

■ G

| | | | | |
|--------------|------|---|------|--|
| ga | 2 | が | | particle, Subject marker |
| gaikoku | | | 9 | 外国 |
| | | | 20 | 外国 |
| gake | SP-3 | | (崖) | foreign country cliff; precipice |
| gakkō | SP-3 | 1 | がっこう | school |
| gakkō ga áru | | | 19 | 学校がある |
| gakusē | SP-2 | | 1 | 学生 |
| gasoriñ | SP-4 | 8 | ガソリン | there is school student (usually university) |
| -gata | | | 12 | ~方 |
| | | | | gasoline pronoun plu. suffix (though not used with <i>watashi</i> ; also used with nouns designating people in hono- rific speech) |

| | | | | |
|-----------------|------|----|---------------|--|
| -gatsu | | 10 | 月 | <i>suffix for names of months; e.g., ichigatsu January</i> |
| -gawa | | 13 | 側 | -- side |
| gēki | | 17 | 劇 | (a) play (drama) |
| gēnki (na/ni) | | 2 | 元気 | well; health (-ly) |
| gēnki desu | SP-1 | | (元気です) | Fine, thank you (<i>lit.</i> , I'm well). |
| getsuyōbi | | 9 | 月よう日 | Monday |
| gīn | | 18 | 月曜日 | |
| Gīnkakuji | | 20 | 銀 | silver |
| gīnkō | | 12 | 銀閣寺 | Ginkakuji (<i>name of a temple</i>) |
| Gīnza | | 7 | 銀行 | (a) bank |
| Gion | | 12 | 銀座 | (the) Ginza (<i>place name</i>) |
| gō | | 12 | 祇園 | Gion (<i>place name</i>) |
| -go | 4 | 10 | 五 | five |
| | ~こ | 6 | ~語 | language (<i>e.g.</i> , the Japanese language) (<i>noun suffix</i>) |
| -go | | 19 | ~後 | after |
| gochisō-sama | SP-4 | | (ごちそうさま) | Thank you! (<i>said after eating, to the hostess or host; lit.</i> , It was a feast!) |
| gōgatsu | | 10 | 五月 | May |
| gōgo | 10 | | ごご (午後) | afternoon; p.m. |
| gōhan | 6 | | ごはん (御飯) | (cooked) rice; a meal |
| gomī | 20 | | ごみ | trash; waste |
| -goro, -gōro | 10 | | ~ごろ (頃) | approximately; about (<i>used with Time expressions</i>) |
| go-shūjin | | 4 | ご主人 | (another's) husband |
| -goto (ni) | 15 | | ~ごと (に) (～毎に) | every -- |
| -gurai (-kurai) | 15 | | ~ぐらい (～位) | approximately; about |
| -gūramu | 15 | | ~グラム | gram(s) |
| gyūniku | SP-3 | | (牛肉) | beef (meat) |

■ H

| | | | | |
|---------------------------|------|----|----------|--|
| hachi | | 10 | 八 | eight |
| hachigatsū, hachigatsu | | 10 | 八月 | August |
| hagaki | 14 | | はがき | postcard |
| haha | 4 | 16 | はは 母 | (one's own) mother |
| hai | SP-1 | 1 | はい | yes (<i>this word has many shades of meaning</i>) |
| -hai (-bai, -pai) | 14 | | ~はい (～杯) | <i>classifier for liquid or dry measure; e.g.</i> , a cup(ful) of coffee |
| hairu | 12 | 16 | はいる 入る | <i>vi</i> enters |

| | | | | |
|-----------------------|------|----------|---------|---|
| (o-fúro ni) háir.u | | 16 | 入る | <i>vi</i> takes a bath; gets in the bath |
| hajimar.u | 10 | はじまる | (始まる) | <i>vi</i> begins |
| hajimemáshite | 3 | はじめまして | (初めまして) | I'm pleased to meet you (<i>lit.</i> , It is the first time . . .). |
| hajime.ru | 6 | はじめる | (始める) | <i>vt</i> begins |
| hajímete | 9 | はじめて | (初めて) | for the first time |
| hakkiri (to) | SP-2 | (はつきり) | | clearly |
| hako | SP-5 | | (箱) | (a) box |
| hakob.u | 13 | はこぶ | (運ぶ) | <i>vt</i> hauls; transports |
| hak.u | 20 | はく | | <i>vt</i> wears (on lower body); puts/pulls on (<i>e.g.</i> , wears/puts on shoes/skirt/pants) |
| hāmu | 15 | ハム | | ham |
| Hāmuretto | 9 | ハムレット | | Hamlet (<i>name of a play</i>) |
| -hān | | | 10 半 | half-past -- |
| hana | SP-5 | | (鼻) | nose |
| haná | SP-5 | 9 はな | (花) | flower |
| hanashí | | | 16 話 | (a) talk |
| hanás.u | | | 8 話す | <i>vt</i> talks |
| hañbāgā | SP-2 | (ハンバーガー) | | (a) hamburger |
| hañdobāggū | 20 | ハンドバッグ | | handbag; purse |
| hañkachi, hāñkachi | SP-4 | (ハンカチ) | | handkerchief |
| hará.u | 15 | はらう | (払う) | <i>vt</i> pays |
| Hárisu | 5 | ハリス | | Harris (<i>personal name</i>) |
| hāru | SP-4 | 9 はる | 12 春 | spring (one of the seasons) |
| | | | 17 春 | |
| hasamí | SP-5 | 13 はさみ | | scissors |
| hashí | SP-5 | | (橋) | bridge |
| (o-)háshi | SP-5 | 6 はし | (箸) | chopsticks |
| hashí.r.u | 5 | はしる | 17 走る | <i>vi</i> runs |
| hātachi | 19 | はたち | (二十) | twenty (years old) |
| hatarak.u | | | 5 働く | <i>vi</i> works |
| hatsuka | | | 10 二十日 | the twentieth (of the month) |
| hayái | 3 | はやい | 19 早い | <i>adj</i> (is) early |
| hayái | 12 | はやい | (速い) | <i>adj</i> (is) fast |
| Hayashi | | | 6 林 | Hayashi (<i>personal name</i>) |
| hén (na/ní) | SP-3 | | 18 変 | strange; peculiar |
| hetá (na/ní) | SP-3 | | 8 下手 | clumsy; unskillful (-ly) |
| heyá | SP-1 | 2 へや | (部屋) | (a) room |
| hi, -- hí | | | 11 日 | (a) day |
| hidari | 7 | ひだり | 13 左 | left (side/direction) |
| hidarigawa | | | 13 左側 | left(-hand) side |
| hidói | 17 | ひどい | | <i>adj</i> (is) severe; extreme; violent |
| higashi | SP-1 | | 13 東 | east |

| | | | | |
|---------------------------------|------|-------|--------|---|
| higashi-guchi | | 13 | 東口 | east entrance |
| hikōki | SP-5 | 12 | ひ行き | plane; airplane |
| | | 17 | 飛行機 | |
| hik.u | 14 | ひく | (引く) | <i>vt</i> draws (<i>e.g.</i> , draws a line) |
| hikui | 8 | ひくい | (低い) | <i>adj</i> (is) low; short |
| hima (na/ni) | 2 | ひま | (暇) | free; free time; leisure |
| hiragāna, hiraganā, hiragana | 18 | ひらがな | | (the) hiragana (syllabary) |
| hirōi | | 19 | 広い | <i>adj</i> (is) wide; spacious |
| hiro.u | 19 | ひろう | (拾う) | <i>vt</i> picks up |
| hiru | 20 | ひる | (昼) | noon; daytime |
| hisashiburi, hisashiburi | 8 | ひさしぶり | (久しぶり) | (after) a long time; (for) the first time in months/years |
| hito, -- hitō | | 2 | 人 | person |
| hitōri | | 14 | 一人 | one person |
| hitōtsu | | 14 | 一つ | one |
| hitsuyō (na/ni) | | 19 | 必要 | necessary; needful |
| (migi no) hō | | 7 | (右の) 方 | direction (to the right) |
| Hokkaidō | SP-5 | 12 | 北海道 | Hokkaido (<i>place name</i>) |
| | | 15 | 北海道 | |
| hōku (fōku) | 13 | ホーク | | fork |
| hōn | SP-4 | 1 | 本 | book |
| -hōn (-boñ, -poñ) | | 14 | ～本 | <i>classifier for long, cylindrical objects such as pencils</i> |
| hoñtō (no/ni) | 13 | ほんとう | | real; true (-ly) |
| hōra | 7 | ほら | | Look! (<i>an exclamation</i>) |
| hoshii | 14 | ほしい | (欲しい) | <i>adj</i> (is) desired; wants |
| hōteru | SP-2 | 11 | ホテル | hotel |
| hotōndo | 18 | ほとんど | (殆んど) | almost (<i>used primarily in neg. clauses</i>) |
| Howaito | 2 | ホワイト | | White (<i>personal name</i>) |
| hyakū, hyaku | | 3 | 百 | one hundred |
| -hyaku (-byaku, -pyaku) | | 15 | ～百 | multiple of 100 |
| hyaku-eñ | | 3 | 百円 | 100 yen |

■ I

| | | | |
|-------------------------|----|----|-----------|
| ichi | 10 | - | one |
| ichigatsū, ichigatsu | 10 | -月 | January |
| ichinichi, ichinichi | 12 | -日 | a/one day |

| | | | | | |
|-----------------------------|------|----|-----------------|------------------|--|
| īē | SP-1 | 1 | いいえ | | no |
| īē, kēkkō desu | | 8 | いいえ、けっこう です | (いいえ、結構 です) | No, thank you. |
| Igirisu | | 9 | イギリス | | England; Great Britain; U.K. |
| Igirisūjiñ | | | | 6 イギリス人 | Englishman |
| īi (yōi) | SP-3 | 4 | いい | (良い) | <i>adj</i> (is) good |
| ikāga | | 8 | いかが | | how about? |
| ikēbana | | 9 | いけばな | (生け花) | ikebana (Japanese flower arrang- ing) |
| Ikebūkuro | | | | 12 池袋 | Ikebukuro (<i>place name</i>) |
| ikkāi ni | | | | 16 一回に | at one time |
| iku (<i>irr.</i>) | | | | 5 行く | <i>vi</i> goes |
| īkura | | 3 | いくら | | how much? |
| īkutsu | | 14 | いくつ | (幾つ) | how many? |
| īma | | | | 9 今 | now |
| imā | | 11 | いま | (居間) | living room |
| īma de wa | | | | 19 今では | now (<i>emphatic</i>); nowadays |
| ima mādē ni | | | | 18 今までに | so far; up until now |
| īmi | | 18 | いみ | (意味) | meaning |
| imōtō | | 4 | いもうと | (妹) | (one's own) younger sister |
| imōto-saṅ | | 4 | いもうとさん | (妹さん) | (another's) younger sister |
| īnaka | | 13 | いなか | (田舎) | country (rural district) |
| īnakā-michi | | | | 13 いなか道 (田舎道) | country road |
| īndo | | 9 | インド | | India |
| īndōjiñ | | | | 20 インド人 | (a) person from India; (an) Indian |
| inū | SP-1 | 5 | いぬ | (犬) | dog |
| ippai (no/ni) | | 20 | いっぱい | | full |
| (— wa) iras- shaimāsu ka | SP-5 | | (いらっしゃい ますか) | | Is (—) in? |
| ire.ru | | | | 16 入れる | <i>vt</i> puts in; inserts |
| iriguchi, irikuchi | SP-2 | | | (入口) | entrance |
| irō | | | | 20 色 | color |
| iroiro (na/no/ni) | | 8 | いろいろ | (色々) | various (-ly) |
| i.ru | | 7 | いる | (居る) | <i>vi</i> is (<i>animate</i>) |
| ir.u | | 8 | いる | (要る) | <i>vi</i> needs; wants |
| (-te) i.ru | | 16 | ～ている | | <i>verb auxiliary: progressive</i> |
| (-te) i.ru | | 20 | ～ている | | <i>verb auxiliary: stative</i> |
| Isetaṅ | | | | 13 伊勢丹 | Isetan (department store) |
| (o-)isha (-saṅ) | SP-2 | 2 | いしゃ | (医者) | (a medical) doctor; physician |
| ishī | | | | 12 石 | (a small) stone |
| isogashīi | | 3 | いそがしい | (忙しい) | <i>adj</i> (is) busy; in a hurry |
| isōg.u | | 16 | いそぐ | (急ぐ) | <i>vi</i> hurries |
| issho (ni) | | 16 | いっしょ | (一緒) | together (with) |

| | | | | |
|--------------------|------|----|------------------|---|
| isshōkēnmē (na/ni) | | 19 | 一生けんめい (一生懸命) | earnest; industrious (-ly); with all (one's) might |
| isu | SP-1 | 7 | いす (椅子) | chair |
| Itadakimāsu. | SP-4 | | (いただく) | word said before beginning to eat |
| Itaria | | 20 | イタリア | Italy |
| itsu | | 9 | いつ | when? |
| itsuka | | 10 | 五日 | the fifth (of the month) |
| itsu made mo | | 19 | いつまでも | forever; for an indefinitely long period of time |
| itsu mo | | 9 | いつも | always |
| itsūtsu | | 14 | 五つ | five |
| i.u | | 16 | 言う | vt says |

■ J

| | | | | |
|-------------------------------|------|----|---------------------------------------|---|
| jettōki | SP-3 | 13 | ジェットキ (ジェット機) | (a) jet (plane) |
| -ji | | 10 | ～時 | — o'clock (<i>classifier for time in hours</i>) |
| jidōsha | | 1 | じどうしゃ | automobile |
| jikañ | | 18 | 時間 | class period; time |
| -jikañ | | 15 | ～時間 | <i>classifier for counting hours</i> |
| jiko | | 17 | 事故 | accident |
| -jiñ | | 1 | ～人 | <i>noun suffix to indicate nation- ality</i> |
| jīñja | | 12 | 神社 (^{じん} ^{しゃ}) | (Shinto) shrine |
| jisoku, jisoku | | 17 | 時速 (^{とき} ^{そく}) | speed; mph; kph |
| jōbu (na/ni) | | 19 | じょうぶ (丈夫) | strong; well |
| Jōnson | | 3 | ジョンソン | Johnson (<i>personal name</i>) |
| jōzū (na/ni) | SP-3 | 8 | 上手 | skillful (-ly) |
| jū | | 10 | 十 | ten |
| -jū | | 10 | ～十 | multiple of 10 |
| -jū | | 20 | ～中 | through(out); all during |
| jūgatsū, jūgatsu | | 10 | 十月 | October |
| jūichī, jūichi | | 10 | 十一 | eleven |
| jūichigatsū, . jūichigatsu | | 10 | 十一月 | November |
| jūnī, jūni | | 10 | 十二 | twelve |
| jūnigatsū, jūnigatsu | | 10 | 十二月 | December |
| jūsho | SP-2 | | (住所) | (an) address |
| jūsu | SP-2 | | (ジュース) | juice; imitation fruit drink |
| jūyokka | | 10 | 十四日 | the fourteenth (of the month) |

■ K

| | | | | |
|--------------------|------|------------|-------------------|---|
| ka | 1 | か | | <i>particle for interrogation</i> |
| kabuki | 10 | かぶき | (歌舞伎) | Kabuki (a classical Japanese theater form) |
| Kabukiza | | | 11 かぶき座 (歌舞伎座) | (the) Kabuki Theater |
| kabûr.u | 20 | かぶる | | <i>vt</i> wears; puts on (e.g., puts on over the head; wears on the head) |
| kádo | 11 | かど | (角) | corner (e.g., street corner) |
| káer.u | 5 | かえる | 14 帰る | <i>vi</i> returns; goes home |
| káes.u | 20 | かえす | (返す) | <i>vi</i> returns (something) |
| kágaku | 4 | かがく | (科学) | science |
| kagamí | SP-5 | | (鏡) | mirror |
| -kágetsu | | | 15 ~か月 | <i>classifier for counting months</i> |
| kaichō | SP-2 | | (会長) | president (of an association or club) |
| kaidan | SP-4 | | (階段) | stairs; stairway |
| kaimono | | | 9 買物 | shopping |
| kaisha | SP-2 | 7 かいしゃ | 17 会社 | company; firm |
| kaiwa | | | 18 会話 | conversation |
| kakár.u | 15 | かかる | | <i>vi</i> takes; requires |
| (deñwa o) kaké.ru | | | 16 (電話を) かける | telephones; makes a phone call |
| (mégame o) kaké.ru | 20 | (めがねを) かける | | wears glasses |
| káki | SP-5 | (かき) | | oyster |
| kaki | SP-5 | | (柿) | persimmon |
| kakijun | | | 18 書き順 | order of writing |
| kák.u | 6 | かく | 18 書く | <i>vt</i> writes |
| kák.u | 6 | かく | (描く) | <i>vt</i> draws; paints |
| kámera | SP-1 | 6 カメラ | | camera |
| kamí | SP-3 | 1 かみ | (紙) | paper |
| kamí | 19 | かみ | (髪) | hair (of the [human] head) |
| kami-nō-ke | 19 | かみのけ | (髪の毛) | hair (of the [human] head) |
| kánai | 4 | かない | (家内) | (my) wife |
| kánari | 18 | かなり | | rather; fairly |
| kanashii | 18 | かなしい | (悲しい) | <i>adj</i> (is) sad |
| (o-)kane | | | 15 金 | money |
| kañgōfu-saā | 2 | かんどふさん | (看護婦さん) | (a) nurse |
| kañji | 8 | かんじ | (漢字) | (a) Chinese character (written language) |
| kao | SP-1 | 12 かお | 19 顔 | face |
| kao o dásu | | | 19 顔を出す | put (one's) head (<i>lit.</i> , face) out |
| kara | 12 | から | | from |
| karada | SP-1 | 19 からだ | (体) | body |
| karē-ráisu | 13 | カレーライス | | curried (stew with) rice |
| karui | 3 | かるい | (軽い) | <i>adj</i> (is) light (in weight) |

| | | | | |
|--------------------|------|------------------|----------------|--|
| Karūizawa | SP-5 | | (軽井沢) | Karuizawa (<i>place name</i>) |
| (o-)kāshi | 14 | かし | (菓子) | sweets; candy; cake |
| kas.u | 16 | かす | (貸す) | <i>vt</i> lends |
| kā-sutéreo | 7 | カーステレオ | | car stereo |
| katá | | | 2 方 | person (<i>Polite</i>) |
| -kata | | | 16 ~方 | way of doing (something) |
| katákana, katakana | 18 | かたかな | | (the) katakana (syllabary) |
| ka.u | | | 6 買う | <i>vt</i> buys |
| kawá | SP-3 | | 11 川 | river |
| kawái | 4 | かわいい | (可愛い) | <i>adj</i> (is) cute |
| kayōbi | | | 9 火よう日 | Tuesday |
| | | | (火曜日) | |
| kaze | 17 | かぜ | (風邪) | (a) common cold |
| ke | 19 | け | (毛) | hair (human or animal) |
| kéchi (na/ni) | 2 | けち | | stingy; miserly |
| keganīn | | | 17 けが人 | (a) casualty; injured person |
| | | | (怪我人) | |
| kēkaku | 11 | けいかく | (計画) | (a) plan |
| kēkaku-suru | 11 | けいかくする | (計画する) | <i>vt</i> plans |
| kēki | 6 | ケーキ | | cake |
| (iē,) kékkō desu | 8 | (いいえ) けっこう です | (いいえ 結構 です) | No, thank you. / It's O.K. |
| kekkoñ | 11 | けっこん | (結婚) | marriage |
| kekkoñ-suru | 11 | けっこんする | (結婚する) | <i>vi</i> gets married |
| kēko | 9 | けいこ | (稽古) | lesson; practice |
| keñkyū-suru | 11 | けんきゅうする | (研究する) | <i>vt</i> studies; researches |
| kéredomo | 4 | けれども | | however; but |
| késa | 10 | けさ | (今朝) | this morning |
| kēsañ | 15 | けいさん | (計算) | calculation; computation |
| kēzai | 4 | けいざい | (経済) | economics |
| kí | | | 14 木 | tree |
| kikái | 14 | きかい | (機械) | machine; machinery |
| kík.u | | | 7 聞く | <i>vt</i> hears; listens |
| kík.u | | | 13 聞く | <i>vt</i> asks |
| kimono | | | 6 着物 | kimono (<i>Japanese style dress</i>) |
| Kimura | | | 8 木村 | Kimura (<i>personal name</i>) |
| kiñiro | | | 16 金色 | gold color; gold |
| kiñjo | 11 | きんじょ | 15 近所 | neighborhood; vicinity |
| Kiñkakuji | | | 12 金閣寺 | Kinkakuji (<i>name of a temple</i>) |
| kinō, kinō | 5 | きのう | (昨日) | yesterday |
| kiñyōbi | | | 9 金よう日 | Friday |
| | | | 18 金曜日 | |
| kippu | SP-3 | 9 きっぷ | 16 切符 | ticket |
| kirai (na/ni) | 8 | きらい | (嫌い) | dislikes |

| | | | | |
|-----------------------|------|--------|---------|---|
| kīrē (na/ni) | 2 | きれい | (奇麗) | pretty; nice-looking |
| kīrē (na/ni) | 15 | きれい | | clean |
| kiré.ru | 8 | きれる | | <i>vi</i> runs out; is exhausted (e.g., runs out of gas) |
| kiri | 17 | きり | (霧) | fog |
| Kirisutokyō | SP-4 | | (キリスト教) | Christianity |
| -kiro | 15 | 〜キロ | | kilogram(s) |
| -kiro | 17 | 〜キロ | | kilometer(s) |
| ki.ru | 6 | きる | (着る) | <i>vt</i> wears; puts on (clothing) |
| kīr.u | | | 13 切る | <i>vt</i> cuts |
| kishā | SP-3 | | 12 汽車 | train (<i>lit.</i> , steam [engine] train; <i>meaning</i> long-distance train) |
| kissāteñ, kissateñ | | | 13 喫茶店 | coffee shop; tea house |
| kita | SP-1 | | (北) | north |
| Kitayama | | | 10 北山 | Kitayama (<i>personal name</i>) |
| kitte | SP-3 | | 14 切手 | (postage) stamp |
| kitto | 18 | きっと | | undoubtedly; surely; certainly |
| kīyō (na/ni) | 2 | きよう | (器用) | skillful; dexterous (-ly) |
| ko | | | 4 子 | child |
| kōcha | SP-2 | | 13 紅茶 | black tea (<i>lit.</i> , red tea) |
| kochira kōso | 3 | こちらこそ | | How do you do (<i>said after receiving the greeting, Dōzo yoroshiku; meaning, lit.</i> , I am the one to ask that of you). |
| kodomo | SP-2 | 1 こども | 5 子ども | child |
| kōe | | | 19 子供 | |
| kōhī | SP-2 | 6 コーヒー | 8 声 | voice |
| kōjiñ | | | | coffee |
| kōjō | | | 17 個人 | private; individual |
| kōjō | 7 | こうじょう | (工場) | factory |
| koko | 7 | ここ | | here |
| kōkō | | | 7 高校 | high school |
| kōkoa | SP-3 | (ココア) | | cocoa; hot chocolate |
| kokonokā, kokonoka | | | 10 九日 | the ninth (of the month) |
| kokónotsu | | | 14 九つ | nine |
| kokubañ | SP-3 | | (黒板) | blackboard |
| Kokuritsu-gékiijō | | | 17 国立劇場 | National Theater |
| komār.u | | | 5 困る | <i>vi</i> is perplexed |
| kóm.u | 20 | こむ | (込む) | <i>vi</i> gets/becomes crowded |
| konbañ wa | SP-1 | | (今晚は) | Good evening! |
| kōndo | | | 17 今度 | this time |
| kōndo | | | 20 今度 | next time |
| kongetsu | | | 9 今月 | this month |

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|---------------------------|------|----|---------|--------|--|--|
| koōna | | 8 | こんな | | this kind; this sort; this manner | |
| koōnichi wa | SP-1 | 1 | こんにちは | (今日は) | Hello! (<i>a greeting used in the daytime</i>) | |
| kono | | 2 | この | | this (near speaker) | |
| kono aidā, kono aida | | 10 | このあいだ | (この間) | the other day | |
| koōshū | | | | 9 | 今週 | this week |
| kōra | | 14 | コーラ | | cola | |
| kore | SP-1 | 1 | これ | | this (near speaker) | |
| kōsāteñ, kōsateñ | | | | 20 | 交差点 | (a) crossing; intersection |
| kōshū-dēñwa | | | | 16 | こうしゅう 電話 (公衆電話) | public telephone |
| kōsoku-dōro | | 13 | こうそくどうろ | (高速道路) | expressway (<i>lit.</i> , high-speed road) | |
| kotaē.ru | SP-2 | | | | (答える) | <i>vi</i> answers |
| koō | | | | 15 | 事 | thing (<i>i.e.</i> , an event) |
| kotobā | | 19 | ことば | (言葉) | word; language | |
| kotoshi | | | | 9 | 今年 | this year |
| kowāi | | 12 | こわい | (怖い) | <i>adj</i> (is) fearful; frightening; afraid | |
| kū (kyū) | | | | 10 | 九 | nine |
| kudasāi | SP-2 | | | 16 | 下さい | please (<i>or</i> please give me) |
| kudasaimasēn ka | | | | 16 | 下さいません か | Won't you please (give me)? |
| kudasāru (<i>irr.</i>) | | | | 9 | 下さる | <i>vt</i> gives (<i>e.g.</i> , he gives me; BUT NOT I give you) (<i>Hon.</i>) |
| kūgatsu | | | | 10 | 九月 | September |
| kuni | | | | 8 | 国 | country; nation |
| kūrā | | 6 | クーラー | | | air-conditioning unit |
| kurai | | 19 | くらい | (暗い) | <i>adj</i> (is) dark (<i>i.e.</i> , absence of light) | |
| -kurai (-gurai) | | 15 | 〜くらい | (〜位) | approximately; about | |
| Kurāku | | 5 | クラーク | | Clark (<i>personal name</i>) | |
| kūrasu | | 10 | クラス | | class | |
| kurēpasu | | 13 | クレパス | | cray-pas (a type of crayon) | |
| kurikaes.u | SP-2 | | | | (繰り返す) | <i>vt</i> repeats |
| kurīmu | | 8 | クリーム | | | cream |
| kurōi | | 14 | くろい | (黒い) | <i>adj</i> (is) black | |
| kūru (<i>irr.</i>) | | | | 5 | 来る | <i>vi</i> comes |
| kuruma | SP-3 | | | 5 | 車 | car |
| kusuri | SP-3 | 12 | くすり | (薬) | medicine | |
| kutsū | | 20 | くつ | (靴) | shoe(s) | |
| kutsushitā, kutsūshita | SP-3 | | | (靴下) | stocking(s); sock(s) | |
| kyābetsu | SP-2 | | (キャベツ) | | cabbage | |
| kyō | SP-2 | 9 | きょう | 17 | 今日 | today |

| | | | |
|----------|------|---------------|------------------------------|
| kyōkai | SP-2 | (教会) | church |
| kyōneē | | 9 きょ年 (去年) | last year |
| Kyōto | SP-2 | 11 京都 | Kyoto (<i>place name</i>) |
| kyū (kū) | | 10 九 | nine |
| Kyūshū | | 15 九州 | Kyushu (<i>place name</i>) |

■ M

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|-----------------|------|-----------|-------|---|
| mā | 9 | まあ | | My! (<i>an interjection, usually used by women</i>) |
| machi | 13 | まち | 15 町 | town; street; section of town |
| māda | 9 | まだ | | (not) yet |
| māda | 11 | まだ | | still |
| māda mada | 18 | まだまだ | | yet; still (<i>emphatic</i>) |
| made | 12 | まで | (迄) | to; up to; until |
| mādo | SP-1 | 6 まど | (窓) | window |
| māe | | | 7 前 | before; in front (of) |
| māe | | | 12 前 | ago |
| māe wa | | | 15 前は | before |
| māgarin | SP-4 | (マーガリン) | | margarine |
| magar.u | 13 | まがる | (曲がる) | <i>vi</i> turns (<i>e.g.</i> , turns a corner) |
| mai- | | | 14 毎~ | every -- |
| -mai | | | 14 ~枚 | <i>classifier</i> for flat things such as paper |
| māiasa | | | 14 毎朝 | every morning |
| Maiko (-sañ) | 12 | まいこ | (舞子) | Maiko dancer(s) (traditional dancing girls of Kyoto) |
| māinichi | 8 | まいにち | 20 毎日 | every day |
| majikku-īnku | 13 | マジックインク | | marker (for writing); magic ink |
| makkūra (na/nī) | 2 | まっくら | (真暗) | pitch dark |
| māma | SP-2 | (ママ) | | Mama; Mom; mother |
| -mān | | | 15 ~万 | multiple of 10,000 |
| maññēñhitsu | 1 | まんねんひつ | (万年筆) | fountain pen |
| maru-maru | 16 | まるまる (〇〇) | | such-and-such (a number) |
| massūgu | 13 | まっすぐ | (真直) | straight (ahead) |
| mata | 15 | また | (又) | again |
| mata | 16 | また | (又) | and |
| māts.u | 16 | まつ | 18 待つ | <i>vt</i> waits |
| mawas.u | 16 | まわす | (回す) | <i>vt</i> dials; turns |
| mayonēzu | SP-2 | (マヨネーズ) | | mayonnaise |
| mē | SP-1 | | 8 目 | eye(s) |
| mégane | 20 | めがね | (眼鏡) | (eye)glasses |
| mētoru | 20 | メートル | | (a) meter (measurement) |

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| (o-)miai | | 11 見合い | (a) formal interview (first meeting) with a prospective marriage partner |
| michi | SP-2 | 13 道 | street; road |
| mié.ru | | 17 見える | <i>vi</i> is visible; can be seen |
| migi | 7 みぎ | 13 右 | right (side/direction) |
| migi no hō | | 7 みぎの方 (右の方) | (the) right side; (the) right direction |
| mikka | | 10 三日 | the third (of the month) |
| mimi | SP-1 | (耳) | ear |
| minami | SP-1 | (南) | south |
| miñná, miñna | 17 みんな | (皆) | all; everybody |
| mi.ru | | 6 見る | <i>vt</i> sees; looks at |
| miruku | SP-1 (ミルク) | | milk |
| misáiru | SP-5 13 ミサイル | | missile |
| misé | SP-2 | 11 店 | store; shop |
| misé.ru | | 6 見せる | <i>vt</i> shows |
| misoshiru | 14 みそしる | (味噌汁) | miso soup (miso = fermented soy bean paste) |
| mittsú, mittsu | | 14 三つ | three |
| miyako | | 12 都 | (the) capital |
| Miyako-ódori | | 12 都おどり | Miyako dance (Japanese dance performed in Kyoto by Maiko dancers) |
| mizu | | 14 水 | water |
| mizu-yōkañ | | 14 水ようかん | soft (watery) yokan (yōkañ = a confection of gelatin-like consistency) |
| mo | 1 も | | also (<i>particle: emphatic</i>) |
| mō | 2 もう | | already |
| mō | 15 もう | | no further; not any more (<i>with neg.</i>) |
| mō ichido | SP-2 | (もう一度) | once again; once more |
| mochiron | 12 もちろん | (勿論) | of course; certainly |
| mokuyōbi | | 9 木よう日 (木曜日) | Thursday |
| monō | | 8 物 | thing (<i>concrete</i>) |
| monō | 19 もの | | thing (<i>abstract</i>) |
| mōppu | SP-3 (モップ) | | (a) mop |
| mori | SP-3 | 13 森 | forest; woods |
| móshi moshi | 16 もしもし | | Hello! |
| mōts.u | 16 もつ | (持つ) | <i>vt</i> holds |
| mōtto | 16 もっと | | more; much/still more |
| mottō | SP-3 (モットー) | | (a) motto |
| muika | | 10 六日 | the sixth (of the month) |
| mukashi | 20 むかし | (昔) | ancient/old times; long ago |
| mushiatsui | 3 むしあつい | (蒸し暑い) | <i>adj</i> (is) muggy; sultry |

| | | | | | |
|----------------|------|---|-------|-------|---------------------------|
| musuko | SP-3 | 4 | むすこ | (息子) | (one's own) son |
| musumé | SP-3 | 4 | むすめ | (娘) | (one's own) daughter |
| muttsú, muttsu | | | 14 | 六 | six |
| muzukashii | | 3 | むずかしい | (難しい) | <i>adj</i> (is) difficult |

■ N

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|---------------|------|----|----|----------|---|
| nagái | | | 12 | 長い | <i>adj</i> (is) long |
| nai | | 7 | | ない | (無い) is not (<i>neg. form of áru</i>) |
| náifu | | 13 | | ナイフ | knife |
| náka | | | 7 | 中 | inside |
| Nakamura | | | 5 | 中村 | Nakamura (<i>personal name</i>) |
| nanaka | | 18 | | なかなか | hardly (<i>used in neg. clauses</i>); very (<i>used in affirmative clauses</i>) |
| nak.u | | 5 | | なく | (鳴く) <i>vi</i> barks; sings; cries; calls (e.g., the dog barks; the bird sings) |
| nak.u | | 16 | | なく | (泣く) <i>vi</i> cries; weeps |
| nakunar.u | | 16 | | なくなる | <i>vi</i> runs out; plays out (<i>lit.</i> , becomes nonexistent) (e.g., money runs out) |
| namae | SP-2 | 4 | | なまえ | (名前) name |
| náñ | SP-4 | | 1 | 何 | what? |
| nána (shichí) | | | 10 | 七 | seven |
| nanátsu | | | 14 | 七つ | seven |
| nánbai | | | 14 | 何ばい | how many (glassfuls)? |
| | | | | (何杯) | |
| nánboñ | | | 14 | 何本 | how many (e.g., how many pencils)? |
| nándai | | | 14 | 何台 | how many (machines)? |
| nándoru | | | 15 | 何ドル | how many dollars? |
| náneñ | | | 15 | 何円 | how many yen? |
| nāngatsu | | | 10 | 何月 | what month? |
| náni | | | 6 | 何 | what? |
| nani-nani | | 16 | | なになに(〇〇) | such-and-such |
| nánji | | | 10 | 何時 | what time? |
| nanjikañ | | | 15 | 何時間 | how many hours? |
| nankágetsu | | | 15 | 何か月 | how many months? |
| nānmai | | | 14 | 何枚 | how many (sheets)? |
| nānneñ | | | 15 | 何年 | what year?; how many years? |
| nānnichi | | | 10 | 何日 | what day (of the month)? |
| nānnichi | | | 15 | 何日 | how many days? |
| nānniñ | | | 14 | 何人 | how many people? |
| nanoka | | | 10 | 七日 | the seventh (of the month) |
| nānpuñ | | | 15 | 何分 | how many minutes? |

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|-----------------------------|------|------------|--|
| Nānshī | 8 | ナンシー | Nancy (<i>name, fem.</i>) |
| nañshūkāñ | | | 15 何週間 how many weeks? |
| nañyōbi | | | 9 何よう日 what day (of the week)? (何曜日) |
| naōr.u | 5 | なおる (直る) | <i>vi</i> becomes fixed; is repaired |
| naōs.u | 8 | なおす (直す) | <i>vt</i> fixes; repairs; mends |
| Nāra | | | 12 奈良 Nara (<i>place name</i>) |
| narabe.ru | 20 | ならべる (並べる) | <i>vt</i> lines (something) up |
| nār.u | 19 | なる | <i>vi</i> becomes |
| natsū, natsu | SP-4 | | 9 夏 summer (one of the seasons) |
| ne | 2 | ね | <i>sentence-final particle: not emphatic; tag question</i> |
| nēko | SP-1 | 7 ねこ (猫) | cat |
| nēkutai | 14 | ネクタイ | necktie |
| nemur.u | 16 | ねむる (眠る) | <i>vi</i> sleeps |
| -neñ | | | 12 ~年 <i>classifier for years</i> |
| ne.ru | 5 | ねる (寝る) | <i>vi</i> sleeps; goes to bed |
| nesshīñ, nēsshiñ (na/ni) | 2 | ねっしん (熱心) | enthusiastic; earnest (-ly) |
| ni | 6 | に | <i>particle, Indirect Object marker</i> |
| ni | 7 | に | <i>particle, Location marker</i> |
| ni | 9 | に | <i>particle, Time marker</i> |
| ni | 5 | に | <i>particle, Direction marker</i> |
| ni | 19 | に | <i>particle, Complement marker</i> |
| ni | | | 10 二 two |
| -nichi | | | 10 ~日 <i>classifier for the date</i> |
| -nichi | | | 15 ~日 <i>classifier for counting days</i> |
| nichiyōbi | | | 9 日よう日 Sunday (日曜日) |
| nigatsū, nigatsu | | | 10 二月 February |
| nigiyaka (na/ni) | 20 | にぎやか (賑やか) | merry and cheerful; jovial; busy (-ly) |
| Nihōñ | | | 4 日本 Japan |
| nihoñgo | | | 4 日本ご Japanese (<i>language</i>) |
| | | | 6 日本語 |
| Nihoñjiñ | | | 1 日本人 (a) Japanese (<i>person</i>) |
| níjū | | | 10 二十 twenty |
| níjūyokka | | | 10 二十四日 the twenty-fourth (of the month) |
| Nikkō | | | 15 日光 Nikko (<i>place name</i>) |
| nikū | 3 | にく | 15 肉 meat |
| nikūya (-sañ) | 7 | にくや (肉屋) | butcher (shop); meatman |
| nímotsu | SP-2 | | (荷物) baggage; luggage |
| -niñ | | | 14 ~人 <i>classifier for counting people</i> |
| nishi | SP-1 | | 13 西 west |
| nishi-guchi | | | 13 西口 west entrance |

| | | | | |
|------------|---------|--------|---------------------|---|
| niwa | 11 | にわ | (庭) | garden; yard |
| no | 4 | の | | — 's (<i>particle: possessive, attributive; apposition</i>) |
| nn | 14 | の | | one (<i>noun substitute</i>) |
| nobor.u | 12 | のぼる | (登る) | <i>vi</i> climbs |
| nôhara | SP-3 13 | のはら | (野原) | (open) field(s) |
| Nojirîko | SP-5 | | (野尻湖) | Lake Nojiri |
| nokorî | 18 | のこり | (残り) | (the) remainder |
| nokôr.u | 8 | のこる | (残る) | <i>vi</i> remains |
| nôm.u | | | 6 飲む | <i>vt</i> drinks |
| nôm.u | 14 | のむ | (喫む) | <i>vt</i> smokes (tobacco) |
| norî | SP-5 | | (糊) | paste; starch |
| norikaê.ru | | | 16 乗りかえる (乗り換える) | <i>vi</i> transfers (from one vehicle to another) |
| nor.u | | | 12 乗る | <i>vi</i> rides; boards |
| nose.ru | 16 | のせる | (載せる) | <i>vt</i> places upon |
| nyûsu | 13 | ニュース | | news |
| Nyû Yôku | 15 | ニューヨーク | | New York |

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|--------------------|--------|-------------|-----------------------|--|
| o- | 2 | お〜 | | <i>Honorific noun prefix</i> |
| o | 6 | を | | <i>particle, Object marker</i> |
| o | 11 | を | | <i>particle, Starting Point marker</i> |
| o | 13 | を | | <i>particle, Location marker</i> |
| ôbâ | 16 | オーバー | | overcoat |
| ôbi | 12 | おび | (帯) | sash (worn with a kimono) |
| oboê.ru | 16 | おぼえる | (覚える) | <i>vt</i> commits to memory; retains in the memory (<i>BUT NOT</i> recalls to mind) |
| ocha | SP-3 6 | おちゃ | 7 お茶 | (Japanese) tea |
| ocha | | | 11 お茶 | tea ceremony |
| Ochanomizu | | | 12 お茶の水 ^ア | Ochanomizu (<i>place name</i>) |
| o-daiji ni | SP-4 | | (お大事に) | Take care of yourself. |
| odorôk.u | 5 | おどろく | (驚く) | <i>vi</i> is startled; is surprised |
| odor.u | 16 | おどる | (踊る) | <i>vi/vt</i> dances |
| o-fûro (furô) | 7 | おふろ | (お風呂) | ofuro (Japanese-style bath); bath (for bathing) |
| o-fûro ni háir.u | | | 16 おふろに入る (お風呂に入る) | takes a bath; gets in the bath |
| o-génki desu ka | SP-1 | | (お元気ですか) | How are you (<i>lit.</i> , Are you well)? |
| ohana | 9 | おはな | 11 お花 | flower arranging |
| o-hâshi | SP-5 6 | おはし | (お箸) | chopsticks |
| ohayô gozai-mâsu | SP-1 | (おはようございます) | | Good morning! |
| o-hisashiburi desu | SP-4 | | (お久しぶりです) | It's been a long time (since I've seen you). |

| | | | | |
|-----------------------------------|---------|----------------|--------------|---|
| o-isha-sa ⁿ | 2 | おいしゃさん | (お医者さん) | (a) doctor; physician (<i>o-</i> is an honorific noun prefix; <i>-saⁿ</i> is an honorific suffix) |
| oishii | 3 | おいしい | | <i>adj</i> (is) good tasting; delicious |
| oka | SP-3 13 | おか | | hill |
| okagesama de | SP-1 5 | おかげさまで | (お陰様で) | Thank you! (<i>lit.</i> , By your favor.) |
| o-kane | | | 15 お金 | money |
| ok ^á sa ⁿ | 4 | おかあさん | 11 お母さん | (your/his) mother |
| o-káshii | SP-3 14 | おかし | (お菓子) | sweets; candy; cake |
| okawari ari-mas ^é n ka | SP-1 5 | おかわりありませんか | (お変わりありませんか) | How are you (<i>lit.</i> , Is there no change)? |
| -ok ⁱ (ni), -oki (ni) | 15 | おき | | at intervals; every other -- |
| ókfi | | | 3 大きい | <i>adj</i> (is) big |
| ok ⁱ .ru | 5 | おきる | 14 起きる | <i>vi</i> awakes; gets up |
| okós.u | | | 16 起こす | <i>vt</i> wakes (someone) |
| ok.u | 12 | おく | | <i>vt</i> places; puts |
| ókusama | 9 | おくさま | (奥様) | (your/his) wife (<i>Hon.</i>) |
| ókusa ⁿ | SP-4 8 | おくさん | (奥さん) | (your/his) wife |
| omatase shi-máshita | SP-5 | | (お待たせしました) | (I'm sorry) I kept you waiting. |
| omedetō gozaimásu | 19 | おめでとう ございます | | Congratulations! |
| o-miai | | | 11 お見合い | (a) formal interview (first meeting) with a prospective marriage partner |
| omoi | 3 | おもい | (重い) | <i>adj</i> (is) heavy |
| omoshirōi | 3 | おもしろい | (面白い) | <i>adj</i> (is) interesting |
| onaka | SP-1 | | (お腹) | stomach |
| on ^é sa ⁿ | 4 | おねえさん | (お姉さん) | (your/his) older sister |
| ōngaku | 4 | おんがく | (音楽) | music |
| on ⁱ sa ⁿ | 4 | おにいさん | (お兄さん) | (your/his) older brother |
| oñná | | | 4 女 | woman; female |
| oñna no hitō | | | 4 女の人 | (a) woman |
| oñná no ko | | | 4 女の子 | (a) girl |
| or ⁱ .ru | 13 | おりる | (降りる) | <i>vi</i> gets off (a vehicle) |
| Órufato | 11 | オルファート | | Olfert (<i>personal name</i>) |
| o-sake | 6 | おさけ | (お酒) | sake (rice wine); alcoholic drinks in general |
| o-saki ni | SP-4 | | (お先に) | pardon me (for going ahead) |
| o-sara | 14 | おさら | (お皿) | (a) plate; (a) dish |
| o-sashimi | SP-3 | | (お刺身) | sashimi (raw fish) |
| o-satō | 8 | おさとう | (お砂糖) | sugar |
| o-s ^é nbē | 14 | おせんべい | | sembei (hard, rice crackers) |
| oshie.ru | 6 | おしえる | 8 教える | <i>vt</i> teaches |
| osoi | 19 | おそい | (遅い) | <i>adj</i> (is) slow; late |
| os.u | 16 | おす | (押す) | <i>vt</i> pushes |

| | | | | | |
|--------------------|------|----|-----------|--------------------|---|
| o-súshi (sushí) | SP-3 | 18 | おすし | (お寿司; お鮓) | sushi (vinegar-flavored cold rice balls, usually topped with a layer of horse-radish and a layer of raw fish) |
| Ōta | SP-5 | | | (太田) | Ota (<i>personal name</i>) |
| otaku | SP-5 | | | (お宅) | (your/his/etc.) home (<i>Hon.</i>) |
| o-tańjōbi | | | | 10 おたん生日 (お誕生日) | birthday |
| o-teárai | | 7 | おてあらい | (お手洗い) | toilet (<i>lit.</i> , washroom) |
| o-tera (terá) | | | | 12 お寺 ^ゐ | (Buddhist) temple |
| o-tōfu (tōfú) | | 14 | おとうふ | (お豆腐) | soy bean curd |
| otokó | | | | 4 男 | man; male |
| otoko no hitó | | | | 4 男の人 | (a) man |
| otokó no ko | | | | 4 男の子 | (a) boy |
| otona | SP-2 | 1 | おとな | (大人) | (an) adult |
| otōsań | | 4 | おとうさん | 11 お父さん | (your/his) father |
| otōtó | | 4 | おとうと | (弟) | (one's own) younger brother |
| otōto-sań | | 4 | おとうとさん | (弟さん) | (your/his) younger brother |
| ototói, ototoi | | 9 | おととい | (一昨日) | day before yesterday |
| otótoshi | | 15 | おとし | (一昨年) | year before last |
| o-tsurí | SP-2 | 15 | おつり | | change (amount returned when payment is tendered) |
| owar.u | SP-3 | 10 | おわる | 18 終わる | <i>vi/vt</i> ends; finishes |
| oyasumi nasái | SP-1 | | (おやすみなさい) | | Good night! |
| oyátsu | | 14 | おやつ | | (a) snack (so named because of the hour when it was traditionally eaten; <i>i.e.</i> , the 8th hour of the day, or about 3:00 p.m.) |
| oyóg.u | | 11 | およぐ | (泳ぐ) | <i>vi</i> swims |

■ P

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|-------------------------|------|----|------|-------|--|
| -pai (-hai, -bai) | | 14 | ～ぱい | (～杯) | <i>classifier for liquid or dry measure; e.g.</i> , a cup(ful) of coffee |
| pāń | SP-4 | 6 | パン | | bread |
| pápa | SP-2 | | (パパ) | | Papa; Dad; father |
| Pári | | 17 | パリ | | Paris |
| Pēń | | 4 | ペン | | Peng (<i>personal name</i>) |
| -poń (-hoń, -boń) | | | | 14 ～本 | <i>classifier for long, cylindrical objects such as pencils</i> |
| -puń (-fuń) | | | | 15 ～分 | <i>classifier for minutes</i> |
| pūru | | 11 | プール | | swimming pool |
| -pyaku (-hyaku, -byaku) | | | | 15 ～百 | multiple of 100 |

■ R

| | | | | |
|--|------|-----------|--------------------|---|
| rábo | 18 | ラボ | | language laboratory |
| ráigetsu | | | 9 来月 | next month |
| rainēn | | | 9 来年 | next year |
| raishū | | | 9 来週 | next week |
| rájio | SP-2 | 7 ラジオ | | radio |
| rānpu | | 16 ランプ | | (a) light; lamp |
| rānpu ga tsúk.u | | 16 ランプがつく | | the light comes on |
| rekishi | | 4 れきし | (歴史) | history |
| résutoran | | 11 レストラン | | restaurant |
| rippa (na/ni) | SP-3 | | (立派) | fine; splendid (-ly) |
| rirekisho, rireki- shō, rirekisho, rirékisho | | 11 りれきしょ | (履歴書) | curriculum vitae; record of (one's) life |
| rīsu | SP-1 | (りす) | | squirrel |
| rōba | SP-1 | (ろば) | | donkey |
| rokétto | SP-3 | 13 ロケット | | rocket |
| rokú | | | 10 六 | six |
| rokugatsú, roku- gatsu | | | 10 六月 | June |
| rokuon | SP-3 | | (録音) | (a) record(ing) |
| Rōndon | | 15 ロンドン | | London |
| Ryōanjī | | | 12 龍安寺 (竜安寺) | Ryoanji (<i>name of a temple</i>) |
| ryokō | | | 11 りょ行 (旅行) | (a) trip |
| ryokō-suru | | | 11 りょ行する (旅行する) | <i>vi</i> makes a trip |
| ryōri | | 8 りょうり | (料理) | cooking; cuisine |
| ryōri-suru | | 11 りょうりする | (料理する) | <i>vt</i> cooks; prepares food |

■ S

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|----------|------|--------|-------|--|
| sā | 8 | さあ | | well . . . (<i>an interjection</i>) |
| sabishī | 17 | さびしい | (淋しい) | <i>adj</i> (is) lonely |
| sagas.u | 20 | さがす | (探す) | <i>vt</i> searches for |
| sakā | SP-3 | | (坂) | slope |
| sakana | SP-3 | 12 さかな | (魚) | fish |
| (o-)sake | | 6 さけ | (酒) | sake (rice wine); alcoholic drinks in general |
| saki | | | 7 先 | ahead |
| sákkī | 16 | さっき | | a while ago; just now |
| sak.u | 9 | さく | (咲く) | <i>vi</i> blossoms; blooms |

| | | | | |
|------------------|------|----------|------------------|---|
| sakura | | 17 さくら | (桜) | cherry tree; cherry blossom |
| samúi | | 3 さむい | (寒い) | <i>adj</i> (is) cold (weather) |
| -sañ | SP-5 | 2 ~さん | | Mr./Mrs./Miss (<i>noun suffix used principally with names</i>) (Hon.) |
| sañ | | | 10 三 | three |
| sañdōitchi | SP-4 | (サンドイッチ) | | sandwich |
| San Furañshisuko | 15 | サンフランシスコ | | San Francisco |
| sāngatsu | | | 10 三月 | March |
| sānjū | | | 10 三十 | thirty |
| sañpo | | | 17 散歩 | (a) walk; stroll |
| sañpo-suru | | | 17 散歩する | <i>vi</i> takes a walk; strolls |
| (o-)sara | 14 | さら | (皿) | (a) plate |
| sarainen | | | 18 さ来年 (再来年) | year after next |
| sashimí | SP-3 | | (刺身) | sashimi (raw fish) |
| (o-sashimi) | | | | |
| satō (o-satō) | SP-2 | 8 さとう | (砂糖) | sugar |
| Sātō | SP-5 | | 3 佐藤 | Sato (<i>personal name</i>) |
| | | | 19 佐藤 | |
| sayōnarā | SP-1 | (さようなら) | | good-bye |
| sé | 8 | せ | (背) | height |
| sējika | SP-2 | | (政治家) | politician |
| sēkaku (na/ni) | | | 19 正かく (正確) | correct; accurate (-ly) |
| sēkatsu-suru | | | 19 生活する | <i>vi</i> lives (one's daily life) |
| sēñ | 14 | せん | (線) | (a) line |
| sēñ | | | 3 千 | thousand |
| -sēñ (-zēñ) | | | 15 ~千 | multiple of 1,000 |
| (o-)sēñbē | 14 | せんべい | | sembei (hard rice crackers) |
| sēñchi | 20 | センチ | | (a) centimeter |
| señ-eñ | | | 3 千円 | one thousand yen |
| sēngetsu | | | 9 先月 | last month |
| señkyōshi | SP-4 | 4 せんきょうし | 13 せん教し (宣教師) | (a) missionary |
| señmoñ | 9 | せんもん | (専門) | major (study) |
| señsē | SP-4 | | 1 先生 | teacher |
| señshū | | | 9 先週 | last week |
| señtaku | 11 | せんたく | (洗濯) | washing; laundry |
| señtākuki | 13 | せんたくき | (洗濯機) | washing machine |
| señtaku-suru | 11 | せんたくする | (洗濯する) | <i>vt</i> does the washing; launders |
| sētā | 14 | セーター | | sweater |
| sēto | | | 1 生徒 | student (pupil) |
| setsumē-suru | | | 16 説明する | <i>vt</i> explains |
| sēyō-ryōri | SP-2 | | (西洋料理) | Western (European-American, not oriental) cooking |

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|-----------------------------|------|----|---------|-------|--|
| shashīn | SP-4 | 7 | しゃしん | (写真) | photograph |
| shātsu | | 11 | シャツ | | undershirt; shirt |
| shī (yōn) | | | | 10 | 四 four |
| shiawase (na/ni) | | 19 | しあわせ | (幸せ) | happy; fortunate |
| Shibuya | | | | 11 | 渋谷 Shibuya (<i>place name</i>) |
| shichī (nāna) | | | | 10 | 七 seven |
| shichigatsū, shichigatsu | | | | 10 | 七月 July |
| shigatsū, shigatsu | | | | 10 | 四月 April |
| shigoto | | | | 17 | 仕事 work |
| shikāshi | | 18 | しかし | | but; however |
| shimār.u | | 8 | しまる | (閉まる) | <i>vi</i> closes; shuts |
| shima.u | | 20 | しまう | | <i>vt</i> puts away |
| shimē.ru | | 6 | しめる | (閉める) | <i>vt</i> closes; shuts |
| shīnbun | SP-4 | | | 4 | 新聞 newspaper |
| shīngō | | 13 | しんごう | (信号) | (traffic) signal |
| Shinjuku | | | | 11 | 新宿 Shinjuku (<i>place name</i>) |
| Shīnkānsen | | | | 12 | 新かんせん (新幹線) limited express; the "Bullet" train (<i>lit.</i> , New Trunk Line) |
| shīnkō | SP-4 | | | | (信仰) faith |
| shīnsetsu (na/ni) | | 2 | しんせつ | 17 | 親切 kind (-ly) |
| shin.u | | | | 17 | 死ぬ <i>vi</i> dies |
| shirōi | | | | 19 | 白い <i>adj</i> (is) white |
| shir.u | | | | 19 | 知る <i>vt</i> knows |
| shita, -- shitā | | | | 7 | 下 below; beneath |
| shita no kodomo | | | | 19 | 下の子供 (the) younger child (of the family) |
| shitsumon | SP-2 | | | | (質問) (a) question |
| shitsurē shi- māshita | SP-1 | | | | (失礼しま した) Forgive me (<i>lit.</i> , I was impolite). |
| shitsurē shi- māsu | SP-1 | | | | (失礼します) Excuse me. |
| shīzuka (na/ni) | | 2 | しずか | 19 | 静か quiet (-ly) |
| shōgakkō | | | | 18 | 小学校 elementary school |
| shōkai-suru | | 20 | しょうかいする | | (紹介する) <i>vt</i> introduces |
| shokuji | | | | 11 | 食事 (a) meal |
| shokuji-suru | | | | 11 | 食事する <i>vt</i> eats |
| shūjīn | | | | 4 | 主人 (one's own) husband |
| -shūkān | | | | 15 | 一週間 <i>classifier for counting weeks</i> |
| shukudai | SP-3 | | | | (宿題) homework (for school) |
| sō | | 1 | そう | | thus; (just) so |
| sōba | | 7 | そば | | beside (physical proximity) |
| sō desu ne | | 6 | そうですね | | Let's see ... / Let me think ... |
| sō desu nē | | 16 | そうですねえ | | Let me see ... / Let me think ... |
| sōfā | | 12 | ソファー | | sofa; couch |

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|----------------------|---------|-----------|---------|--|
| sōji | 11 | そうじ | (掃除) | cleaning |
| sōji-suru | 11 | そうじする | (掃除する) | vt cleans |
| soko | 7 | そこ | | there |
| soko de | 11 | そこで | | then; thereupon |
| sonna ni | 16 | そんなに | | to that extent; that much |
| sono | 2 | その | | that (near the person addressed) |
| sonó ko | | | 6 その子 | the (<i>lit.</i> , that) child |
| sono ue | | | 8 その上 | in addition |
| sōra | SP-3 13 | そら | (空) | sky |
| sore | SP-2 1 | それ | | that |
| sore de | 8 | それで | | then; that's why |
| sore de wa | 8 | それでは | | well then -- |
| sore kara | 10 | それから | | after that; afterward |
| Sōren | | | 11 ソ連 | U.S.S.R. |
| | | | 13 ソ連 | |
| soroban | 15 | そろばん | | abacus |
| soshite | 3 | そして | | and |
| soto | 11 | そと | 13 外 | outside |
| subarashii | 8 | すばらしい | (素晴らしい) | adj (is) wonderful |
| -sugi | 15 | ～すぎ | (～過ぎ) | after (when telling time); past |
| súgu | 5 | すぐ | | right away; soon |
| súgu ni | 16 | すぐに | | at once |
| suiyōbi | | | 9 水曜日 | Wednesday |
| | | | (水曜日) | |
| sukāto | 16 | スカート | | skirt |
| suki (na/ni) | | | 8 好き | likes |
| sukiyaki | SP-3 6 | すき焼き | | sukiyaki (a Japanese food) |
| sukōshi | | | 18 少し | a little |
| sumāto (na/ni) | 2 | スマート | | slender; stylish (<i>e.g.</i> , stylish in dress) |
| sumi | 13 | すみ | (墨) | india ink |
| sumimasēn ga | 5 | すみませんが | | I'm sorry, but -- / Excuse me, but -- |
| Súmisu | SP-5 1 | スミス | | Smith (<i>personal name</i>) |
| sumō | 13 | すもう | (相撲) | sumo (Japanese-style wrestling) |
| súm.u | | | 20 住む | vi lives; dwells |
| sūpā | 15 | スーパー | | supermarket |
| sūpāmāketto | 11 | スーパーマーケット | | supermarket |
| sūpu | 13 | スープ | | soup |
| supūn | 13 | スプーン | | spoon |
| suru (<i>irr.</i>) | 6 | する | | vt does |
| suru to | 16 | すると | | then |
| sushi (o-sushi) | 18 | すし | (寿司; 鰯) | sushi (vinegar-flavored cold rice balls usually topped with a layer of horse-radish and a layer of raw fish) |

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|----------|----|------|-------|---------------------------------------|
| sutēki | 13 | ステーキ | | steak |
| sute.ru | 20 | すてる | (捨てる) | <i>vt</i> discards; throws away |
| suwar.u | 5 | すわる | (坐る) | <i>vi</i> sits; sits (Japanese style) |
| Suzuki | | | 20 鈴木 | Suzuki (<i>personal name</i>) |
| suzushii | 18 | すずしい | (涼しい) | <i>adj</i> (is) cool |

■ T

| | | | | | |
|--------------------|------|----|-------|-----------|--|
| tabako | SP-1 | 14 | たばこ | | tobacco; cigarettes |
| tabemonō, tabemōno | | | | 6 食べ物 | food |
| tabé.ru | | | | 6 食べる | <i>vt</i> eats |
| tābuñ | | 5 | たぶん | (多分) | probably |
| -tachi | | 12 | ～たち | (～達) | <i>pronoun plural suffix</i> ; also used with nouns designating people |
| taiheñ (na) | | | | 15 大変 | awful; very; exceedingly |
| taitē | | | | 9 大てい | usually |
| | | | | (大抵) | |
| taiya | SP-1 | | (タイヤ) | | tire |
| Takáhashi | SP-5 | | | 8 高橋 | Takahashi (<i>personal name</i>) |
| takái | | | | 3 高い | <i>adj</i> (is) expensive; high |
| takái | | | | 8 高い | <i>adj</i> (is) tall; high |
| takusāñ, takusañ | | 12 | たくさん | (沢山) | a lot; much |
| tákushī | SP-3 | 10 | タクシー | | taxi |
| takushī-gáisha | | | | 17 タクシー会社 | taxi company |
| tamágo | SP-3 | | | (卵) | egg(s) |
| Tanaka | | | | 4 田中 | Tanaka (<i>personal name</i>) |
| tanjōbi | | | | 10 たん生日 | birthday |
| | | | | (誕生日) | |
| tanoshii | | 9 | たのしい | 15 楽しい | <i>adj</i> (is) enjoyable; fun |
| tatami | | 12 | たたみ | (畳) | tatami (straw mats for floors) |
| tatémono, tatemōno | | | | 14 たて物 | (a) building |
| | | | | (建物) | |
| tatōeba | | 16 | たとえば | (例えば) | for example |
| táts.u | | 5 | たつ | 16 (立つ) | <i>vi</i> stands (up) |
| té | SP-1 | | | 8 手 | hand(s) |
| (o-)teárai | | 7 | てあらい | (手洗い) | toilet (<i>lit.</i> , washroom) |
| tēburu | | 7 | テーブル | | table |
| tegami | SP-5 | 6 | てがみ | 16 手がみ | letter (epistle) |
| | | | | (手紙) | |
| tēnē (na/ni) | | 19 | ていねい | (丁寧) | careful (-ly) |
| ténisu | | 8 | テニス | | tennis |
| teñpura | | 6 | てんぷら | | tempura (deep-fat fried food) |

| | | | | | |
|-------------------------|------|-------|----|---------------|--|
| tēpu | SP-3 | (テープ) | | | tape |
| terá (o-tera) | | | 12 | 寺 | (Buddhist) temple |
| térebi | SP-1 | 6 | | テレビ | television |
| tésuto | | 10 | | テスト | test; examination |
| to | | 6 | | と | and (a conjunctive used between nouns or noun phrases) |
| to | | 19 | | と | particle indicating a quotation |
| to | | 17 | | と | particle, Accompaniment marker |
| tō, tō | | | 14 | 十 | ten |
| tob.u | | 13 | | とぶ | vi flies |
| tōfū (o-tōfu) | | 14 | | 豆腐 | soy bean curd |
| tōire | | 7 | | トイレ | toilet |
| Tōji | | | 12 | 東寺 | Toji (name of a temple) |
| toj1.ru | SP-2 | | | (閉じる) | vt closes; fastens |
| tōka | | | 10 | 十日 | the tenth (of the month) |
| tokē | | 6 | | 時計 | (a) watch; clock |
| toki | | | 16 | 時 | time |
| tokidoki | | | 9 | 時々 | sometimes |
| tokoro, -- tokorō | | | 12 | 所 | (a) place |
| tokorōde | | 2 | | ところで | by the way; however (sentence connector) |
| tōkū | | | 16 | 遠く | distant |
| Tōkyō | SP-5 | | 3 | 東京 | Tokyo (place name) |
| tomar.u | | 5 | | とまる | vi stops; parks |
| Tōmasu | | 15 | | トマス | Thomas (personal name) |
| tome.ru | | 8 | | とめる | vt stops; parks |
| tomodachi | SP-2 | 9 | | ともだち | friend |
| Tōmu | | 4 | | トム | Tom (name, masc.) |
| tonari | | 7 | | となり | next to (physical proximity) (used only of like things) |
| torañjisutā-rājio | | 6 | | トランジスタ ラジオ | transistor radio |
| tori | SP-1 | 13 | | とり | bird |
| tōr.u | | 13 | | とおる | vi passes through; passes by |
| tōsuta | SP-2 | | | (トースター) | toaster |
| totemo | | 11 | | とても | very |
| Tōyota | | 5 | | トヨタ | Toyota (name of a corporation) |
| tsuchi | SP-2 | | | (土) | earth; soil |
| tsugi (no/ni) | | 16 | | つぎ | (the) next; following |
| tsuitachī, tsuitachi | | | 10 | -日 | the first (of the month) |
| tsukarē.ru | | 5 | | つかれる | vi becomes tired |
| tsuka.u | | 6 | | つかう | vt uses |
| (dēnki o) tsuké.ru | | 20 | | つける | turns on (the light) |
| tsuki | SP-2 | | | (月) | moon |

| | | | | |
|-------------------|---------|-----|-------|---|
| tsúk.u | 9 | つく | (着く) | <i>vi</i> arrives |
| (rānpu ga) tsúk.u | 16 | つく | | (the light) comes on |
| (dēnki ga) tsúk.u | 20 | つく | | (the light/electricity) comes on |
| tsukue | SP-2 12 | つくえ | (机) | desk; table |
| tsukúr.u | | | 11 作る | <i>vt</i> makes |
| tsukúr.u | | | 20 造る | <i>vt</i> makes; creates |
| (o-)tsuri | SP-2 15 | つり | | change (amount returned when payment is tendered) |
| tsutsúm.u | 15 | つつむ | (包む) | <i>vt</i> wraps |
| tsuyói | 3 | つよい | (強い) | <i>adj</i> (is) strong |

■ U

| | | | | |
|--------------------|---------|-----------|--------------------|--|
| uchi, | SP-2 7 | うち | (家) | house |
| -- uchi | | | | |
| ue, -- ué | | | 7 上 | on top (of); above |
| ue no kodomo | | | 14 上の子ども (上の子供) | (the) older child (of the family) |
| ugók.u | | | 5 動く | <i>vi</i> moves; runs (e.g., the car runs) |
| umá | SP-1 20 | うま | (馬) | horse |
| umái | 16 | うまい | | <i>adj</i> (is) skillful |
| umare.ru | | | 9 生まれる | <i>vi</i> is born |
| úmi | SP-3 11 | うみ | 14 海 | ocean; sea |
| ún ga yókatta desu | 9 | うんがよかったです | (運が良かったです) | (I) was fortunate/lucky. |
| uñdō | | | 14 運動 | physical exercise |
| uñdō-suru | | | 11 運動する | <i>vi</i> exercises |
| uñteñ | 8 | うんてん | (運転) | driving (a vehicle) |
| uñtéñshu | | | 17 運転手 | driver |
| uñteñ-suru | | | 14 運転する (運転する) | <i>vt</i> drives (a vehicle) |
| ureshíi | 18 | うれしい | (嬉しい) | <i>adj</i> (is) happy |
| uriba | SP-2 | | (売場) | sales counter; sales place |
| ur.u | | | 6 売る | <i>vt</i> sells |
| ushi | SP-1 | | (牛) | cow |
| ushiro | | | 7 後ろ | behind; in back (of) |
| usui | 3 | うすい | (薄い) | <i>adj</i> (is) thin |
| utá | 16 | うた | (歌) | song |
| uta.u | 16 | うたう | (歌う) | <i>vt</i> sings |
| utsukushíi | 3 | うつくしい | (美しい) | <i>adj</i> (is) beautiful |

■ W

| | | | | | |
|-------------------------------|------|----------|----|--------|---------------------------------------|
| wa | 1 | は | | | <i>particle, Subject/Topic marker</i> |
| wa | 11 | わ | | | <i>sentence-final particle, fem.</i> |
| wakái | 3 | わかい | 13 | 若い | <i>adj (is) young</i> |
| wakár.u | 5 | わかる | | (分かる) | <i>vi understands</i> |
| wara.u | 16 | わらう | 18 | 笑う | <i>vi/vt laughs; smiles</i> |
| warúi | 5 | わるい | | (悪い) | <i>adj (is) bad</i> |
| wasure.ru | 18 | わすれる | | (忘れる) | <i>vt forgets</i> |
| watakushi | | | 3 | 私 | <i>I; me (Polite)</i> |
| Watanabe | SP-5 | 12 わたなべ | | (渡辺) | <i>Watanabe (personal name)</i> |
| watar.u | | 13 わたる | | (渡る) | <i>vi crosses over</i> |
| watashi | SP-3 | 1 わたし | | | <i>I; me</i> |
| watashítachi, watáshitachi | | 12 わたしたち | | (わたし達) | <i>we; us</i> |
| watas.u | | 17 わたす | | (渡す) | <i>vt gives; hands over</i> |

■ Y

| | | | | | |
|-------------|------|--------|----|-------|---|
| ya | 7 | や | | | <i>and (conjunctive used between nouns or noun phrases; inclusive)</i> |
| -ya | 7 | や | | | <i>person or shop engaged in retail business (e.g., pān-ya bread store / bread-man)</i> |
| yakamashii | 3 | やかましい | | (喧しい) | <i>adj (is) noisy; boisterous</i> |
| yake.ru | 8 | やける | | (焼ける) | <i>vi is baked; is toasted; is grilled</i> |
| yak.u | 8 | やく | | (焼く) | <i>vt bakes</i> |
| yakyū | 13 | やきゅう | | (野球) | <i>baseball</i> |
| yamá | SP-3 | 1 やま | 12 | 山 | <i>mountain</i> |
| Yamada | SP-5 | | 4 | 山田 | <i>Yamada (personal name)</i> |
| Yamáakawa | | | 11 | 山川 | <i>Yamakawa (personal name)</i> |
| Yamamoto | | 1 やまもと | 2 | 山本 | <i>Yamamoto (personal name)</i> |
| yam.u | | 18 やむ | | (止む) | <i>vi ceases; stops</i> |
| yáne | SP-1 | | | (屋根) | <i>roof</i> |
| yaoya(-sañ) | | 7 やおや | 11 | 八百屋 | <i>vegetable(-fruit) shop/seller</i> |
| yasai | SP-3 | 11 やさい | | (野菜) | <i>vegetable(s)</i> |
| yasashii | | 3 やさしい | | (易しい) | <i>adj (is) easy</i> |
| yasashii | | 4 やさしい | | (優しい) | <i>adj (is) gentle; sweet</i> |
| yase.ru | | 5 やせる | | | <i>vi becomes thin</i> |
| yasúi | | | 3 | 安い | <i>adj (is) cheap; inexpensive</i> |
| yasúm.u | | 5 やすむ | | (休む) | <i>vi rests</i> |
| yasúm.u | | 15 やすむ | | (休む) | <i>vt (is) absent from (e.g., is absent from school)</i> |
| yatto | | 18 やっと | | | <i>at last; at length; finally</i> |

| | | | | |
|------------------------|------|--------|------|---|
| yattsú, yattsu | | 14 | 八つ | eight |
| yo | 2 | よ | | <i>sentence-final particle: emphatic</i> |
| yōfuku | | 20 | 洋服 | clothes (<i>lit.</i> , western clothing; <i>i.e.</i> , European-American style clothing) |
| yōi (īi) | 4 | よい | (良い) | <i>adj</i> (is) good |
| yōi | 11 | ようい | 16 | 用意 |
| yōi-suru | 11 | よういする | 16 | 用意する |
| yōka | | | 10 | 八日 |
| yokka | | | 10 | 四日 |
| yoko | 7 | よこ | | (横) |
| Yokohama | | | 12 | 横浜 |
| yōku | 9 | よく | | |
| yōm.u | | | 6 | 読む |
| yōn (shī) | | | 10 | 四 |
| yorokób.u | 16 | よろこぶ | | (喜ぶ) |
| Yōrōppa | 9 | ヨーロッパ | | |
| (— ni) yo- roshiku | SP-4 | (よろしく) | | |
| yōru | 12 | よる | 20 | 夜 |
| Yōshiko | | | 11 | よし子 |
| Yotsuya | | | 16 | 四谷 |
| yottsú, yottsu | | | 14 | 四つ |
| yowái | 3 | よわい | | (弱い) |
| yuka | SP-1 | 12 | ゆか | (床) |
| yukí | SP-5 | 17 | ゆき | (雪) |
| yuki-dáruma | SP-5 | | | (雪だるま) |
| yukkúri | SP-5 | | | (ゆっくり) |
| yuku (<i>see</i> iku) | | | | |
| yūmē (na/ni) | 9 | ゆうめい | | (有名) |
| yu.u (<i>see</i> i.u) | | | | |

■ Z

| | | | | |
|-----------------|------|------|----------|--|
| zasshi | SP-3 | (雑誌) | magazine | |
| -zēn (-sēn) | | 15 | ～千 | multiple of 1,000 |
| zēnbu | | 17 | 全部 | all |
| zūibuñ | | 18 | ずい分 | very; extremely |
| -zútsu, 〃-zutsu | 14 | ～ずつ | | — — each (e.g., hitotsú-zutsu one each) |

ANSWERS TO SELF TEST

Lesson 1 (p.64)

- I. 1. わたしは 学生です。
2. それは 本です。
3. あなたは 日本人ですか。
4. あれは バスですか。
- II. 1. これは ボールペンではありません。まんねんひつです。
2. こんにちは。
3. A: あなたは 先生でしたか。
B: いいえ、先生ではありませんでした。
4. スミスさんは アメリカ人です。
5. それは 何ですか。
- III. 1. あれは 学校ではありません。
2. あなたは 生とですか。
3. あなたは こどもでした。
4. わたしは おとなではありませんでした。
- IV. 1. A: あなたは アメリカ人ですか。
B: いいえ、(わたしは) ドイツ人です。
2. A: (あなたは) 先生ですか。
B: いいえ、(わたしは) 学生です。

Lesson 2 (p.79)

- I. 1. あの学生は 病気で。
2. あの人は 元気です。
3. せんせいは 山本さんです。
4. このへやは 不便です。
5. スミス、ホワイト
- II. 1. Q: だれが 病気ででしたか。
A: ホワイトさんが 病気ででした。
2. Q: どのへやが しずかですか。
A: このへやが そうです。
3. Q: 先生は しんせつですか。
A: (a) はい、そうです。
(b) はい、しんせつです。
(c) はい、先生は しんせつです。
4. Q: 学生は むっしんですか。
(a) いいえ、そうではありません。
(b) いいえ、むっしんではありません。
(c) いいえ、学生は むっしんではありません。
- III. 1. その人は 学生ではありません。
その人は 学生でした。
2. その人は しんせつではありません。
その人は しんせつでした。
3. わたしは ひまではありません。
わたしは ひまでした。
4. へやは きれいではありませんか。
へやは きれいでしたか。
- IV. 1. 山本さんは おいしゃさんです。
2. かんごふさんは きょうではありませんでした。
3. (a) あの人は だれですか。
(b) あの方は どなたですか。
4. ホワイトさんは 病気でしたね。

Lesson 3 (p.97)

- I. 1. そのデパートは 大きかったです。
2. Q: そのほんは 高かったですか。
A: いいえ、高くありませんでした。安かったです。
Q: いくらでしたか。
A: 千円でした。

- II. 1. わたしは いそがしくありません。
わたしは いそがしかったです。
2. わたしは 病気でありません。
わたしは 病気でした。
3. 東京は あつくありません。
東京は あつかったです。
4. 山本さんは きれいではありません。
山本さんは きれいでした。

III. (h)1, (f)2, (a)3, (e)4, (b)5, (g)6, (d)7, (c)8

Lesson 4 (p.114)

- I. 1. この新しい新聞は どなたのですか。
2. あのげんきな女の子は 山田さんのむすめさんです。
3. あの男の子は 中国人ですか。
4. このにくは せんえんでした。
けれども、おいしくありませんでした。
古かったです。
5. フランス、アメリカ、ドイツ
- II. 1. あのしんせつなおいしゃさんは ホワイトさんです。
2. これは おいしいケーキです。
3. この新しいれきしの本は 高いです。
4. あの小さい女の子は かわいいです。
- III. 1. ち 1. は 3. あに 4. あね
5. おとうと 6. いもうと
- IV. 1. まっくらなへやは だめです。
2. わたしの新しい車は あかいです。
3. Q: あのスマートな方は おねえさんですか。
A: いいえ、ははです。
4. Q: あなたの本は どれですか。
どの本が あなたののですか。
A: れきしの本が わたしのです。
れきしの本が そうです。
5. あなたの先生は だれ(どなた)ですか。
だれ(どなた)か あなたの先生ですか。

Lesson 5 (p.133)

- I. 1. 私の小さいいぬは 病気で。なまません。動きません。
困りました。
2. コンビニエンス・ストアは べんりです。
3. Q: 山村さんのきれいな車は 新しいですか。
A: いいえ、古いです。
4. ジョンソンさんのおくさんの日本ごの先生は きのう
学校に 来ませんでした。
- II. 1. あの人は 学生ではありません。
2. クラークさんは あした 出かけません。
3. このやさしいは 新しくありません。
4. 子どもは やかましくありませんでした。
5. この本は わたしのためではありません。
- III. 1. 山田さんの新しい車は 動きません。
2. このパンは おいしくありません。
3. これは わたしのボールペンではありません。あねのです。
4. どなたか 中村さんですか。
- IV. 1. 子どもは あそびます。
2. 私は きのう 学こうに 行きませんでした。
3. ホワイト先生は ドイツに かえりました。
4. 日本人は ざぶとんに(on zabuton) すわります。
5. この車は だめです。なおりません。

| | | | |
|---|--------|-------------|----------|
| V | でかけます | でかけません | でかけました |
| | たちます | んちません | んちました |
| | びょつきです | びょつきではありません | びょつきでした |
| | あついです | あつくありません | あつかつたです |
| | あわきいです | あわきくありません | あわきかつたです |
| | はしります | はしりません | はしりました |
| | ふへんです | ふへんくはありません | ふへんくした |
| | ふとります | ふとりません | ふとりました |
| | はたらきます | はたらきません | はたらきました |
| | ねます | ねません | ねました |

- VI. 1. トム(さん)は おとうさんですか。
2. そのフランスごの本は むずかしかったですか。
3. わたしは あした 東京に 行きます。
4. わたしの新しいボールペンは だめです。
5. ちちは あした アメリカに かけります。

Lesson 6 (p.151)

- I. 1. きのう、わたしは ふるいかメラを 売りました。
そして、あたらしいのを 買いました。
2. 林さんは わたしに くるまのエアコンを 見せました。
3. 飲み物と食べ物 は 高いです。
4. わたしは 日本語のしぶんを 読みません。
- II. 1. 日本人は おちやを/も 飲みます。コーヒーも 飲みます。
2. 先生は 何を おしえますか。
3. あなたは だれに けがみを かきましたか。
4. えいがを 見ませんか。
5. 東京に 行きませんか。
- III. (a) クラークさんが あげました。
(b) むすこに あげました。
(c) とけいを あげました。
(d) スイスの とけいでした。
(e) むすこに スイスのとけいを あげました。

| | | | |
|-----|-----|-------|-----------------|
| IV. | あげる | あげます | gives (someone) |
| | 食べる | んべます | eats |
| | かく | かきます | writes |
| | 読む | よみます | reads |
| | 売る | うります | sells |
| | 買う | かいます | buys |
| | 見る | みます | sees, looks at |
| | つかう | つかいます | uses |

- V. 1. (わたしは) 日本の文学のべんきょうを します。
2. 山田先生は わたしに 日本のれきしを おしえました。
3. (わたしの)先生は 赤いえんぴつを つかいます。
4. (あなたは) だれに そのてがみをかきますか。
そのてがみは だれに かきますか。
5. おちやを 飲みませんか。

Lesson 7 (p.170)

- I. 1. 大がくのそばに おおきい病院があります。
2. 銀行は 高校の前に あります。
3. トイレは えきの中、みぎのほうに あります。
II. テーブルの上にお茶が あります。
5. ドア、ラジオ、テレビ
- III. 1. 日本人は お茶もコーヒーも 飲みます。
2. 村山さんは かいしゃに(は) いません。
うちに かけりました。
3. テーブルの上に 何がありますか。
4. あなたのうちに 車がありますか。
5. わたしのまらに 高校が(は) あります。
けれども、大学は ありませんでした。

- III. 1. へやの中に 何がありますか。
2. へやの中に だれがいますか。
3. 山本さんは 日本語の先生です。おとなにも
子どもにも 日本語を 教えます。
4. きのう、かいしゃに 行きましたか。
A: いいえ、病院に 行きました。

- IV. 1. クラークさんの(お)うちは わたしのうちの
となりに あります。/わたしのうちのとなりで。
2. (わたしの)うちのそばに いいややが あります。
3. (あなたの)おうちに 車がありますか。
4. (あなたの)おうちに こどもが いますか。
5. (あなたの)おうちは どこですか。

Lesson 8 (p.186)

- I. 1. アリスは 目が 大きいです。手が ちいさいです。
声が きれいです。そして、顔が いいです。
2. トムは テニスが じょうずです。サッカーも 好きです。
3. ナンシーは 木村さんに 英語を 教えます。
4. 林さんは フランス語も ドイツ語も 話します。
- II. 1. きのうは あつく(は) ありませんでした。
2. 前は わたしは 日本語が 上手ではありませんでした。
3. 前は 木村先生は わたしの日本語の先生では
ありませんでした。
4. きのうは アリスは 学校に 来ませんでした。
- III. 1. トムは 声が いい。
2. アリスは うんてんが 出来る。
3. (a) 車が とまる。
(b) (わたしは) 車を とめる。
4. 林さんは せが 高い。
5. (a) ドアが しまる。
(b) (わたしは) ドアを しめる。
6. (a) ケーキが やける。
(b) (わたしは) ケーキを やく。
- IV. 1. あのドイツの方(人)は 日本語が(は) 出来ませんでした。
2. わたしは ぬこは 好きではありません。
けれども、いぬは(が) 好きです。
3. きのう、わたしの車は 動きませんでした。
ガソリンが きれえました。
4. おんがくは 何が 好きですか。

Lesson 9 (p.202)

- I. 1. ワイルソン先生は 今年の夏に 日本に 来ました。
来年の冬まで 日本に います。
2. テストは たいてい 本よう日に あります。
けれども、先週は 月よう日でした。
3. 主人は いつも 日よう日に ゴルフを します。
4. あなたは 時々 えいがを 見ますか。
- II. 1. A: はい、もう (ごはんを) 食べました。
B: いいえ、まだです。いいえ、まだ (ごはんを)
食べません。
2. A: いいえ、時々 パンケーキを 食べます。
3. A: 今年の夏に (来ました)。/今年の夏に。
4. A: たい (あさごはんに パン) を 食べます。

- III. 1. 先週 2. 来年 3. きょ年 4. かよう日
5. どのよう

- IV. 1. その人は おととい うちに 来ました。
2. 山田さんは よく わたしの日本語を なおします。
3. かなは たいてい お茶を 飲みます。
4. 先週(の)きんよう日、(わたしは) いそがしかったです。
5. きょ年の夏、東京は むしあつかったです。

Lesson 10 (p.219)

- I. 1. 一、二、三、四、五、六、七、八、九、十
十一、十二、十三、十四、十五、二十
2. 調う、売る、読む、見る、食べる、飲む、話す
教える、出来る
3. め、て、こえ、あたま、ことし、らいねん
こんしゅう、せんげつ
4. ビール、パン、ケーキ、コーヒー、タクシー、クラス
- II. 1. どなたが 北山先生ですか。
2. この日本語の本は むずかしいです。
3. わたしのうちに (は) いぬが/は いません。
4. アリスは りょうりが 上手です。
5. あなたは 中国語が 出来ますか。
6. あのわかい人の後ろに だれが いますか。
7. けさ、何時に おきましたか。
- III. このあいだ、十時ごろ、タクシーが 私のうちの前に
とまりました。それから、タクシーのドアが あきました。
男の人が うちを じっと 見ました。私は おどろきました。
けれども、すぐに その男の人は ドアを しめました。
それから、タクシーが はしりました。何もなかったです。
けれども、こわかったです。
- IV. The other day, at about 10:30, a taxi stopped in front
of my house. Then the taxi door opened. (And) a man
looked (stared) intently at my house. I was startled.
But right away, he (lit., that man) closed the door.
Then the taxi left (lit., ran). Nothing happened (lit.,
there was nothing). But it was frightening (or, I was
frightened).
- V. 1. 十時ごろです。/十時十分です。/十時十分すぎです。
2. 八月です。
3. 日曜日
4. いいえ、左(の方)に あります。/いいえ、左です。
5. 二日(ふつか) 九日(このか) 十六日(じゅうろくにち)
二十三日(にじゅうさんにち) 三十日(さんじゅうにち)
- VI. 1. 林さんの赤ちゃんは 二月二日に 生まれました。
2. わたしのたん生日も 二月二日です。
3. わたしは 月曜日とすいよう日と金요일に 大学に
行きます。
4. A: もしもし、ナンシーさんは/が いますか。
B: いいえ、今 いません。学校に 行きました。
A: 何時に かえりますか。
B: ごご、十時半ごろ (かえります)。

| | | | |
|---------|----------|-------------|------------|
| VII. 好き | 好きです | 好きではありません | 好きでした |
| いる | います | いません | いました |
| ある | あります | ありません | ありました |
| しめる | しめます | しめません | しめました |
| しまる | しまります | しまりません | しまりました |
| ゆつめい | ゆつめいです | ゆつめいではありません | ゆつめいでした |
| な(の)しい | な(の)しいです | な(の)しくない | な(の)しかったです |

Lesson 11 (p.234)

- I. 1. プール、スーパーマーケット、 レストラン
シャヴ、 アート、 ホテル
2. やおや、 しよくじ、 うんどう
3. (a) 友達のお母さんに お花を 上げました。
(b) 山川さんのお父さんの店で この本を 買いました。
(c) 食事を 作りました。

- II. 1. (あなたは) どこで 生まれましたか。
2. (あなたは) 学校のプールで およぎましたか。
3. (あなたは) どこで やさい(に/く/パン)を 買いますか。
4. だれが りょ行のけいかくを しますか。
5. ホテル(アパート/あなたのかいしゃ)は どこに ありますか。
- III. 1. 高橋さんは 京都のかいしゃで 働きます。
うちは 神戸に あります。
2. Q: (あなたは) どこで 日本語を べんきょうしましたか。
A: 日本語学校で べんきょうしました。学校は 新宿に
あります。
3. (あなたは) いつ 日本に 来ましたか。
4. いつも おうちで 食事を しますか。
5. おうちに いぬが いますか。

Lesson 12 (p.249)

- I. 1. 山川さんのかいしゃは おちやの水に あります。
げつよう日からきんよう日まで、まいにち かい
しゃに 行きます。たいてい 駅まで 歩きます。
でも、ときどき バスに 乗ります。
2. きょう都には いろいろな所(石庭(石のにわ)が
あります。
3. 長い汽船のりょうこうはつかれます。
4. 地下てつは べんりです。
5. ソファ—
- II. 1. このバスは 新宿に 行きますか。
2. その本は どこに おきましたか。
3. どこで 電車に 乗りますか。
4. だれの車ですか。
5. ホテルのまどから きれいな(な)を 見ました。
6. 駅からうちまで 歩きました。
7. Valentine's Dayに 友達に チョコレートを あげました。
- III. 1. 田中さんは 本をつくえ(の上)に おきました。
2. (私は) 田中さんのうちに 行きました。
3. 田中さんは 私の車に 乗りました。
4. 車は 駅まで 行きます。
- IV. 1. 電車に (d) 2. 東京に (c) 3. かいしゃで (b)
4. うちに (g) 5. 田中さんに (h) 6. 大学に (i)
7. レストランで (j) 8. いすに (f) 9. だいどころで (a)
10. テーブルの上に本を (e)
- V. 1. 私は ごご六時に いつも うちに います。
2. 私は 大てい うちで 六時に 食事を します。
3. きょう 六時に うちに かえります。
4. あした六時に 友達が うちに 来ます。
5. きょう六時に 駅からうちまで タクシーに 乗りました。

Lesson 13 (p.265)

- I. 1. (a) フォーク (b) スプーン (c) ニュース
(d) インド (e) カレーライス (f) ロシア
2. 荷(もの)の中(うち)の道(みち)を 歩(あ)きましょう。
3. 東(ひだり)が右(みぎ)、西(みぎ)が左(ひだり)です。
4. 電車、電話、電気
5. きょう喫茶店で 若いせん教(せんせい)と 話(はな)しました。
6. ナイフで、ステーキを 切ります。
- II. 1. 外(そと)に 出(で)ましょう。
2. 先生(せんせい)に 聞(き)きましょう。
3. まちを 歩(あ)きましょう。
4. いすに すわ(すわ)りましょう。
5. せんたくきで あらい(あら)いましょう。
6. 新宿(しんじゅく)に 行(い)きましょう。
7. ヘヤに はい(はい)りましょう。
8. 道(みち)を と(と)りましょう。
9. バスを お(お)りましょう。
10. 電話(でんわ)で 話(はな)しましょう。

- III. 1. ホテルの前の道に 出ます。
2. そこで 左に 曲がります。
3. まっすぐに 歩きます。
4. 地下でつは 左側に あります。

IV.

| | | |
|-----|--------|---------|
| 行く | いきました | いきましよう |
| 切る | きりました | きりましよう |
| はぶ | はきました | はびましよう |
| わんる | わんりました | わんりましよう |
| とふ | とびました | とびましよう |
| まがる | まがりました | まがりましよう |

- V. 1. わたなべさんは ふねで 日本から サンフランシスコへ 行きました。
2. サンフランシスコからシアトルまで 汽車に 乗りました。
3. 汽車は ポートランドを 通りました。
4. シアトルの道は きれいでした。
左にも右にも きれいな大きい木が ありました。

Lesson 14 (p.284)

- I. 1. たかはしさんのうちは 海の近くです。
2. あなたは 毎朝 運動しますか。
3. 水が いっぱい ほしいです。
4. セーター、よん枚、ネクタイ、ろっ本、車、二台
5. 起きる、帰る
- II. 1. このへやに(は) 男の人が 三人 います。
2. わたしは シャツを二枚 買いました。
3. 毎朝、コーヒーを二杯 飲みました。
4. わたしたち五人が 車一台に 乗りました。
- III. 1. テーブルの上へ 本が 三つ あります。
2. はがきを二枚と切手を五枚 下さい。
3. 一日に たばこを何本 飲みますか。
4. わたしのへやに(は) ラジオが三台 あります。
5. おせんべいを五枚 食べました。
- IV. 1. (わたしは) 百円の切手五枚と六十二円の切手が あります。
2. Q: あなたは ネクタイが 何本 ありますか。
A: 十本ぐらい あります。
3. わたしたちのクラスには 女の子が六人(と)男の人が四人 います。
4. きう。(わたしは) テレビで えいがを二本 見ました。
5. だいたいどこに(は) ドアが いくつ ありますか。

Lesson 15 (p.305)

- I. 1. 東京から北海道まで 船で 何時間かかりますか。
2. わたしは 千九百 年に この近所で 生まれました。
子どもの時は、この町は 大変 にぎやかで、楽しかったです。
3. 肉を ナイフで 切ります。
4. 一万二千六百円 (いちまんさんぜんろっびやくえん)
5. ごご十時二十分(すぎ) (じゅうじにじゅうふん)
6. お金を はらいましたか。
- II. 1. わたしは きょう年 大学を 出ました。
2. わたしは 駅からうちまで タクシーに 乗りました。
3. わたしは それを テーブルの上に おきました。
4. 電車で 新宿に 行きました。
5. 新宿で 地下でつを おりました。
6. ここからそこまで 八時間かかります。
7. わたしは けさ 六時半に 起きました。
- III. 1. スミスさんは 八月十五日に 日本に 来ました。
2. このへやに 男の人が二人 います。
3. 今週、わたしは 学校を一日 やすみました。
4. ここからあそまで 船で(電車で/二週間で/三十分で) 行きます。
5. わたしは えんぴつが六本 ほしいです。
6. 今、十時三十分です。
7. 私は これを 新宿(のデパート)で 千二百円で 買いました。
8. 私は 四か月 日本に います。

- IV. 1. (あなたは) いつ 大学に はいりましたか。
2. そこ(駅/おうち/あなたのかいしゃ)まで 何分 かかりますか。
3. どこで いくらで それを 買いましたか。
4. どこで (電車を) おりますか。
- V. 山本さんは 東京のかいしゃで 働きます。(山本さんの)うちは 二層に あります。毎朝、7時15分に 起きます。(朝)ごはんは コーヒーを二杯いとトーストを二枚 食べます。山本さんは 8時ごろ うちを 出ます。(8時ごろ 出かれます)。大い バスで も 行きます。時々(山本さんの)車で 行きます。おくさんが うてんします。三層から 電車に 乗ります。新宿で のりかえます。しぶや駅で 電車を おります。そして、かいしゃまで 歩きます。五分ぐらい かかります。

Lesson 16 (p.328)

- I. A: 母に 電話を かけたいです。I want to telephone my mother
B: お母さんは 遠くに すん Does your mother live far away いますか。
A: 横浜です。 (She lives in) Yokohama.
B: では、かけかたを 説明し ましょう。この青電話を つかいましょう。十円玉 を たくさん 用意して下 さい。
A: 番号は わかりますか。 Do you know the number?
B: これは it. This is it.
A: おかぬを 入れて下さい。 Put in the money.
A: 父が 出ました。 Dad answered the phone.
B: お父さんは 何を 言いま したか。 What did your father say?
- II.
- | | | |
|----------------|---------|-----------|
| まつ (waits) | まつています | またないで下さい |
| あるく (walks) | あるいています | あるかないで下さい |
| いそぐ (hurries) | いそいでいます | いそがないで下さい |
| よむ (reads) | よんでいます | よまないで下さい |
| あきる (wakes up) | あきいています | あきないで下さい |
| のぼる (climbs) | のぼっています | のぼらないで下さい |
| する (does) | しています | しないで下さい |
| いく (goes) | いっています | いかないで下さい |
| くる (comes) | きています | こないで下さい |
- III. 1. A: (あなたは) 今、何を していますか。
2. A: お父さんは きうの 8時に 何を していましたか。
3. A: どこで 日本語を べんきょうしていますか。
4. A: ドアを あけて下さい。

Lesson 17 (p.341)

- I. 林さんは 東京の会社で 働いています。時々、仕事で おお阪へ 行きます。その 時、大い しんかんせんにのります。らいげつ、林さんは おくさんと子どもと 大阪へ 行きます。今度は 自動車で 行きます。大阪の友達もいっしょに くるまに 乗ります。全部で よにんです。林さんは ひとりで 東京に かえります。おくさんは 子どもと 飛行機で 東京に 帰ります。だいじょうぶでしょうか。ことし たくさんの人が ひこうき事故で 死にました。
- II. 答えは 省略。 Answers omitted.
- III. 1. 今年の夏に(は) みんなで/が 富士山に のびりました。
2. 時々、友達といっしょに 湖岸に/へ 買物に 行きました。
3. おなまえを/は ペンで かいて下さい。
4. 今年の冬、ゆきで 学校を四日 休みました。
5. 一人で ドライブに 行きましたか。
6. 毎年、東京で(は) 自動車事故で 人が たくさん 死にます。

7. その本を/は いくちで 買いましたか。
 8. 電話で 友達と/に いろいろな事を はなします。
 9. 今日は 富士山は きりで 見えません。
 10. 日本の春は さくらで ゆうめいです。
- IV. 1. カナダは メープル(かえで)の木で ゆうめいです。
 2. わたしは 毎日、べんきょう(の事)を いそがしいです。
 3. 病気で 京都に 行きませんでした。
 4. わたしは じしんで おどろいた。
 5. 田中さんは けがで 病院に 入りました。
- V. 1. 夏には 私たち三人で ヨーロッパを りよ行します。
 2. わたしは これを 一人で 作りました。
 3. わたしのクラスに 女の人が五人と男の人が六人 います。
 全部で十一人います。
 4. 山川さんは よし子さんと タクシーで 国立劇場に 行きました。
 5. 山川さんは よし子さんと けっこんしました。

Lesson 18 (p.354)

- I. 1. 日本では 秋と冬に(は) 雨は あまり ふりません。
 けれども、春には たくさん ふります。
 2. 少し 待って下さい。今、手がみそ 書いています。
 すぐ、終わります。
 3. ラボでは ドリルを します。
 4. きょう、五時間も 日本語を べんきょうしました。
 笑わないで下さい。本当です。

- II. スミスさんは ほとんど 日本語が 出来ません。
 おくさんは 日本語が とても 上手です。スミス
 さんは よく べんきょうします。けれども、なか
 なか 出来ません。このあいだ、私は スミスさん
 と 日本語で 少し 話しました。ゆっくり 話しま
 した。スミスさんは やっと 私の話が わかりま
 した。

- III. (d)1 (f)2 (e)3 (g)4 (b)5 (a)6 (c)7

- IV. 1. このかんじのいみを 説明して下さい。
 2. 私たちは かんじを 全部で 100ぐらい べんきょう
 しました。
 3. わたしは 日本が 本当に 好きです。
 4. 先生の話が 全部 わかりますか。
 5. あなたは いつも 友達と べんきょうしますか。

Lesson 19 (p.368)

- I. 1. 日本の生活には 日本語は 必要です。だから、
 日本語を 正かくに おぼえましょう。
 2. あの静かな子供の顔は 白くなりました。
 3. これは 明るい、白い部屋ですね。
 4. 佐藤さんを 知っていますか。
- II. 1. 私は トイレを きれいにしました。
 2. 先生は 病気になりました。
 3. 部屋は 静かになりました。
 4. 私は むすめを 医者にしました。
 5. お母さんは かみの毛が 白くなりました。

Lesson 20 (p.384)

- I. さのう、夜六時半に、みんなが 銀座四丁目の
 交差点に 集まりました。それから、映画を
 見ました。あとで、レストランで 外国人の友
 達に 会いました。今、その友達に 日本に 住
 んでいます。とても、スマートな人です。いつ
 も、きれいな洋服を 着ています。そして、日本
 語を じょうずに 話します。

- II. 1. さくらとは とても きれいです。
 2. きょうの夜は ほとんど ぬむりませんでした。
 3. 八月は 本当に むしあつかったです。
 4. 大変 つかれています。
 5. やっと この本が 終わりました。

- III. 1. このみかんは 二つで 150円です。
 2. アリスは 学校が 好きになりました。
 3. 時々、友達といっしょに 銀座に 買物
 に 行きます。
 4. 今、私は 一人で 日本語を べんきょう
 しています。
 5. ほとんど毎日、朝から夜まで べんきょう
 しています。

- IV. 1. 電気が ついている。
 2. 事は なおっている。
 3. お金が はらってある。
 4. お母さんは 起きている。
 5. 手がみが 書いてある。

- V. 1. 子供は/が 明るく 笑いました。/
 子供は/が 明るく 笑っています。
 2. 私は いつも 早く 学校に 来ます。
 3. アリスは おいしやさんになります。/
 アリスは おいしやさんになりました。
 4. 大い 一人で 食事しますか。
 5. あの人は 病気が(は) よくなりましたか。

APPENDIX 5

KANJI INTRODUCED IN VOLUME I

This index is for the purpose of finding where a kanji or a new reading of a kanji is first introduced in the text.

■ A

| | | |
|-------------|---|----|
| a(geru) | 上 | 8 |
| aka(i) | 赤 | 6 |
| aka(rui) | 明 | 19 |
| aki | 秋 | 18 |
| ame | 雨 | 18 |
| ao(i) | 青 | 16 |
| aru(ku) | 歩 | 12 |
| asa | 朝 | 14 |
| atama | 頭 | 8 |
| atara(shii) | 新 | 4 |
| atsu(maru) | 集 | 20 |
| a(u) | 会 | 20 |

■ B

| | | |
|--------|---|----|
| BAÑ | 番 | 16 |
| BEN | 便 | 2 |
| BETSU | 別 | 16 |
| -bi | 日 | 9 |
| -BON | 本 | 14 |
| BU | 部 | 17 |
| -BUN | 分 | 18 |
| BUN | 聞 | 4 |
| -BYAKU | 百 | 15 |
| BYŌ | 病 | 2 |

■ C

| | | |
|-----|---|---|
| CHA | 茶 | 7 |
|-----|---|---|

CHI

| | | |
|------------|---|----|
| chichi | 父 | 16 |
| chii(sai) | 小 | 3 |
| chika(ku) | 近 | 14 |
| [chika(i)] | | |
| CHŪ | 中 | 4 |

■ D

| | | |
|----------|---|----|
| -da | 田 | 4 |
| DAI | 大 | 7 |
| DAI | 台 | 14 |
| -DACHI | 達 | 11 |
| -dama | 玉 | 16 |
| da(su) | 出 | 15 |
| de | 出 | 5 |
| [de(ru)] | | |

| | | |
|-------|---|----|
| DEN | 電 | 13 |
| DO | 度 | 17 |
| DŌ | 動 | 11 |
| DŌ | 道 | 15 |
| -domo | 供 | 19 |

■ E

| | | |
|-----|---|----|
| E | 絵 | 7 |
| Ē | 英 | 8 |
| Ē | 映 | 20 |
| EKI | 駅 | 12 |
| EN | 円 | 3 |

■ F

| | | |
|-----------|----|----|
| FU | 不 | 2 |
| FUKU | 服 | 20 |
| -FUN | 分 | 15 |
| fune | 船 | 15 |
| furu(i) | 古 | 4 |
| futari | 二人 | 14 |
| futa(tsu) | 二 | 14 |
| futsu(ka) | 二 | 10 |
| fuyu | 冬 | 9 |

■ G

| | | |
|--------|---|----|
| GA | 画 | 20 |
| GAI | 外 | 20 |
| -GAI | 会 | 17 |
| GAK- | 学 | 7 |
| GAKU | 学 | 1 |
| -gata | 方 | 12 |
| -GATSU | 月 | 10 |
| GEN | 元 | 2 |
| GETSU | 月 | 9 |
| GIN | 銀 | 7 |
| GO | 語 | 6 |
| GO | 五 | 10 |
| GO | 後 | 19 |
| -GOKU | 国 | 4 |
| -goto | 事 | 17 |
| -guchi | 口 | 13 |

| ■ H | | | I(u) | 言 | 16 | KIN | 金 | 16 |
|------------|-----|----|---------|---|----|-------------|---|----|
| HACHI | 八 | 10 | | | | ki(ru) | 切 | 13 |
| haha | 母 | 16 | ■ J | | | kit- | 切 | 14 |
| hai(ru) | 入 | 16 | Ji | 時 | 10 | ko | 子 | 4 |
| HAN | 半 | 10 | Ji | 事 | 11 | ko- | 来 | 5 |
| hana | 花 | 11 | Ji | 自 | 17 | KO- | 今 | 9 |
| hanashi | 話 | 16 | -JIN | 人 | 1 | KŌ | 行 | 7 |
| hana(su) | 話 | 8 | JIP- | 十 | 14 | KŌ | 校 | 7 |
| HAP- | 八 | 14 | -JO | 所 | 15 | KŌ | 高 | 7 |
| haru | 春 | 18 | Jō | 上 | 8 | KŌ | 交 | 20 |
| hashi(ru) | 走 | 17 | Jō | 生 | 10 | koe | 声 | 8 |
| hatara(ku) | 働 | 5 | Jō | 場 | 17 | kokono(tsu) | 九 | 10 |
| hatsuka | 二十日 | 10 | Jū | 十 | 10 | KOKU | 国 | 9 |
| haya(i) | 早 | 19 | -Jū | 中 | 20 | koma(ru) | 困 | 5 |
| hayashi | 林 | 6 | JUP- | 十 | 14 | KON | 今 | 9 |
| HEN | 変 | 15 | | | | koto | 事 | 15 |
| HI | 飛 | 17 | ■ K | | | KU | 九 | 10 |
| hi | 日 | 11 | -ka | 日 | 10 | kuda(saru) | 下 | 9 |
| hidari | 左 | 13 | KA | 下 | 12 | kuni | 国 | 8 |
| higashi | 東 | 13 | kā- | 母 | 11 | ku(ru) | 来 | 5 |
| hiro(i) | 広 | 19 | kae(ru) | 帰 | 14 | kuruma | 車 | 5 |
| hito | 人 | 2 | KAI | 海 | 15 | KYŌ | 京 | 3 |
| hitori | 一人 | 14 | KAI | 回 | 16 | KYŌ | 教 | 13 |
| hito(tsu) | 一 | 14 | KAI | 会 | 17 | KYŪ | 九 | 10 |
| HITSU | 必 | 19 | kai | 買 | 9 | | | |
| HŌ | 方 | 7 | [ka(i)] | | | ■ M | | |
| HON | 本 | 1 | ka(ku) | 書 | 18 | machi | 町 | 15 |
| HYAKU | 百 | 3 | KAN | 間 | 15 | mae | 前 | 7 |
| | | | kane | 金 | 15 | MAI | 毎 | 14 |
| ■ I | | | kao | 顔 | 19 | MAI | 枚 | 14 |
| I | 意 | 16 | kata | 方 | 2 | MAN | 万 | 15 |
| ICHI | 一 | 10 | KATSU | 活 | 19 | ma(tsu) | 待 | 18 |
| i(ku) | 行 | 5 | ka(u) | 買 | 6 | me | 目 | 8 |
| ima | 今 | 9 | kawa | 川 | 11 | MĒ | 明 | 16 |
| IN | 院 | 7 | KI | 氣 | 2 | wichi | 道 | 13 |
| IP- | 一 | 14 | KI | 汽 | 12 | wigi | 右 | 13 |
| i(reru) | 入 | 16 | ki | 木 | 8 | mik- | 三 | 10 |
| iro | 色 | 16 | ki(ku) | 聞 | 7 | [mit(tsu)] | | |
| ishi | 石 | 12 | ki- | 来 | 5 | mi(ru) | 見 | 6 |
| itsu(tsu) | 五 | 10 | KIN | 近 | 15 | mise | 店 | 11 |

| | | | | | | | | |
|-------------|---|----|-----------|---|----|-----------|----|----|
| mizu | 水 | 14 | -PUN | 分 | 15 | suko(shi) | 少 | 18 |
| MOKU | 木 | 9 | -PYAKU | 百 | 15 | su(mu) | 住 | 20 |
| mono | 物 | 6 | | | | | | |
| mori | 森 | 13 | ■ R | | | ■ T | | |
| moto | 本 | 2 | RAI | 来 | 9 | ta | 田 | 4 |
| mui- | 六 | 10 | REN | 連 | 13 | ta(beru) | 食 | 6 |
| mura | 村 | 5 | RI | 利 | 2 | TAI | 大 | 9 |
| mut(tsu) | 六 | 14 | RITSU | 立 | 17 | taka(i) | 高 | 3 |
| | | | ROKU | 六 | 10 | tano(shi) | 楽 | 15 |
| | | | ROP- | 六 | 14 | ta(tsu) | 立 | 16 |
| ■ N | | | | | | te | 手 | 8 |
| naga(i) | 長 | 12 | ■ S | | | TEN | 店 | 13 |
| naka | 中 | 4 | SA | 佐 | 19 | TEN | 点 | 20 |
| nañ | 何 | 1 | saki | 先 | 7 | TŌ | 東 | 3 |
| nana | 七 | 10 | SAÑ | 三 | 10 | TŌ | 当 | 18 |
| [nana(tsu)] | | | SAÑ | 山 | 17 | tō- | 父 | 11 |
| nani | 何 | 6 | SĒ | 生 | 1 | tō | 十 | 10 |
| nano- | 七 | 10 | SĒ | 正 | 19 | to(bu) | 飛 | 17 |
| natsu | 夏 | 9 | SEN | 先 | 1 | tō(ku) | 遠 | 16 |
| NEN | 年 | 9 | SEN | 千 | 3 | [tō(i)] | | |
| NI | 日 | 1 | SETSU | 説 | 16 | toki | 時 | 9 |
| NI | 二 | 10 | SETSU | 切 | 17 | tokoro | 所 | 12 |
| NICHI | 日 | 9 | SHA | 車 | 12 | tomo | 友 | 11 |
| NIK- | 日 | 15 | SHA | 社 | 17 | tō(ru) | 通 | 20 |
| NIKU | 肉 | 15 | SHI | 四 | 10 | toshi | 年 | 9 |
| NIÑ | 人 | 14 | SHI | 仕 | 17 | tsuitachi | 一日 | 10 |
| nishi | 西 | 13 | SHICHI | 七 | 10 | tsuku(ru) | 作 | 11 |
| no(mu) | 飲 | 6 | SHIN | 新 | 4 | | | |
| no(ru) | 乘 | 12 | shi(nu) | 死 | 17 | ■ U | | |
| ■ O | | | shiro(i) | 白 | 19 | ue | 上 | 7 |
| ō(kii) | 大 | 3 | shi(ru) | 知 | 19 | ugo(ku) | 動 | 5 |
| o(kiru) | 起 | 14 | shita | 下 | 7 | u(mareru) | 生 | 9 |
| oñna | 女 | 4 | shizu(ka) | 静 | 19 | umi | 海 | 14 |
| oshi(eru) | 教 | 8 | SHŌ | 小 | 18 | UN | 運 | 14 |
| otoko | 男 | 4 | SHŌ | 生 | 19 | u(ru) | 売 | 6 |
| o(waru) | 終 | 18 | SHOKU | 食 | 11 | ushi(ro) | 後 | 7 |
| | | | SHU | 手 | 17 | | | |
| ■ P | | | SHŪ | 週 | 9 | ■ W | | |
| -PO | 步 | 17 | soto | 外 | 13 | WA | 話 | 13 |
| -PON | 本 | 14 | su(ki) | 好 | 8 | waka(i) | 若 | 13 |

wara(u) 笑 18
watakushi 私 3

■ Y

ya 屋 11
ya 八 11
yama 山 2
yasu(i) 安 3
yat(tsu) 八 14
yo 四 10
yō 用 16
yō 要 19
yō 洋 20
yō- 八 10
yok- 四 10
[yot(tsu)]
yo(mu) 読 6
yōn 四 10
yoru 夜 20
yu(u) [see i(u)]

■ Z

ZEN 全 7
-ZEN 千 15
ZU 手 8

symbol for
repetition 々 9